DOCUMENT RESUME

ED 109 675 CS 202 153

AUTHOR Yagle, Pamela D.
TITLE Journalism Teaching-Advising Courses at West Virginia University and 103 Other Schools.
PUB DATE May 75
NOTE 197p.; M.S. Thesis, West Virginia University

EDRS PRICE MF-$0.76 HC-$9.51 PLUS POSTAGE
DESCRIPTORS *College Curriculum; Curriculum Planning; Degree Requirements; *Educational Research; Higher Education; *Journalism; National Surveys; *Preservice Education; School Surveys; Secondary Education; Teacher Certification; *Teacher Education
IDENTIFIERS *West Virginia University

ABSTRACT

To consider the most effective journalism teacher education program that West Virginia University could offer, 117 college journalism teaching-advising programs were surveyed in the United States. Faculty of 104 schools (88.8 percent) responded to one of three mailings. The findings indicated that most instructors who were surveyed enroll all types of majors in journalism education classes, the most commonly used textbook is "Scholastic Journalism" by Earl English and Clarence Hach, most schools have no course or rank prerequisites for entering journalism teaching-advising courses, teacher certification requirements range from six to twenty-four hours of journalism, persons conducting teacher education programs at almost one-half of the journalism schools responding have not previously taught high school journalism, and most high school journalism teachers feel ill-prepared to teach and advise high school publications. It was concluded that the West Virginia University journalism teacher education program is limited, but closely resembles the type of journalism teacher education curricula for high school teachers provided by more than one-half of the schools responding. (Author/RB)

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JOURNALISM TEACHING-ADVISING COURSES AT WEST VIRGINIA UNIVERSITY AND 103 OTHER SCHOOLS

A Professional Project

Submitted to

the Faculty of the Graduate School

West Virginia University

In Partial Fulfillment

of the Requirements for the Degree of

Master of Science in Journalism

---

by

Pamela D. Yagle

May 1975

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ACKNOWLEDGMENTS

The author expresses her appreciation for the patience, wisdom, and guidance of her adviser, Dr. Edward C. Smith; the professional lessons in statistical analysis conducted by Carl D. Hadsell and Kenneth G. Mangun; the cooperative, informative responses of journalism education professors throughout the United States who voluntarily submitted essays for this study; the encouragement to pursue a writing career from three high school teachers, Mrs. Eleanore C. Hibbs, Mrs. Marcia McCuen, and Miss Aileen Burns; the related journalistic studies and friendship of Mrs. Carolyn McCune, and the compassionate understanding of her husband, Karl, all of whom contributed to the completion of this project.

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104 SCHOOLS AND UNIVERSITIES RESPONDING TO THIS SURVEY

University of Alabama	University, Alabama
University of Arizona	Tucson, Arizona
Arizona State University	Tempe, Arizona
University of Arkansas	Fayetteville, Arkansas
Arkansas State University	State University, Arkansas
Henderson State College	Arkadelphia, Arkansas
Ouachita Baptist University	Arkadelphia, Arkansas
California State University	Chico, California
California State University	Fresno, California
California State University	Hayward, California
California State University—Humboldt	Arcata, California
California State University	Long Beach, California
California State University	Los Angeles, California
California State University	Northridge, California
California State University	Sacramento, California
California State University	San Diego, California
California State University	San Francisco, California
California State University	San Jose, California
University of Southern California	Los Angeles, California
Colorado State University	Fort Collins, Colorado
University of Northern Colorado	Greeley, Colorado
Catholic University of America	Washington, D. C.
University of Florida	Gainesville, Florida
University of South Florida	Tampa, Florida
Georgia State University	Atlanta, Georgia
Bradley University	Peoria, Illinois
Northern Illinois University	De Kalb, Illinois
Southern Illinois University at Carbondale	Carbondale, Illinois
Southern Illinois University	Edwardsville, Illinois
Ball State University	Muncie, Indiana
University of Evansville	Evansville, Indiana
Franklin College	Franklin, Indiana
University of Notre Dame	Notre Dame, Indiana
Purdue University	West Lafayette, Indiana
St. Mary-of-the-Woods College	St. Mary-of-the-Woods, Indiana
Drake University	Des Moines, Iowa
University of Iowa	Iowa City, Iowa
Iowa State University	Ames, Iowa
University of Kansas	Lawrence, Kansas
Kansas State University	Manhattan, Kansas
Eastern Kentucky University	Richmond, Kentucky
University of Kentucky	Lexington, Kentucky
Murray State University	Murray, Kentucky

Western Kentucky University	Bowling Green, Kentucky
Louisiana State University	Baton Rouge, Louisiana
Louisiana Tech University	Ruston, Louisiana
Northeast Louisiana University	Monroe, Louisiana
University of Maine	Orono, Maine
Suffolk University	Boston, Massachusetts
Central Michigan University	Mount Pleasant, Michigan
University of Michigan	Ann Arbor, Michigan
Michigan State University	East Lansing, Michigan
University of Minnesota	Minneapolis, Minnesota
Moorhead State College	Moorhead, Minnesota
University of Mississippi	University, Mississippi
Lincoln University	Jefferson City, Missouri
University of Missouri	Columbia, Missouri
Northwest Missouri State University	Maryville, Missouri
Southwest Missouri State University	Springfield, Missouri
Creighton University	Omaha, Nebraska
Kearney State College	Kearney, Nebraska
University of Nevada	Reno, Nevada
University of New Mexico	Albuquerque, New Mexico
New Mexico State University	University Park, New Mexico
St. Bonaventure University	St. Bonaventure, New York
East Carolina University	Greenville, North Carolina
University of North Dakota	Grand Forks, North Dakota
Kent State University	Kent, Ohio
Ohio University	Athens, Ohio
Ohio State University	Columbus, Ohio
Central State University	Edmond, Oklahoma
Northeastern State College	Tahlequah, Oklahoma
University of Oklahoma	Norman, Oklahoma
Oklahoma Baptist University	Shawnee, Oklahoma
Oklahoma State University	Stillwater, Oklahoma
University of Tulsa	Tulsa, Oklahoma
University of Oregon	Eugene, Oregon
Portland State University	Portland, Oregon
Pennsylvania State University	University Park, Pennsylvania
University of South Carolina	Columbia, South Carolina
South Dakota State University	Brookings, South Dakota
East Tennessee State University	Johnson City, Tennessee
Memphis State University	Memphis, Tennessee
University of Tennessee	Knoxville, Tennessee
Angelo State University	San Angelo, Texas
East Texas State University	Commerce, Texas
University of Houston	Houston, Texas
Southern Methodist University	Dallas, Texas
Texas A&M University	College Station, Texas
Texas Southern University	Houston, Texas
Texas Tech University	Lubbock, Texas
Texas Woman's University	Denton, Texas

University of Utah	Salt Lake City, Utah
Radford College	Radford, Virginia
Washington State University	Pullman, Washington
Bethany College	Bethany, West Virginia
Marshall University	Huntington, West Virginia
West Virginia University	Morgantown, West Virginia
Marquette University	Milwaukee, Wisconsin
University of Wisconsin	Eau Claire, Wisconsin
University of Wisconsin	Madison, Wisconsin
University of Wisconsin--Ext.	Madison, Wisconsin
University of Wisconsin	Whitewater, Wisconsin
University of Wyoming	Laramie, Wyoming

Chapter 1

INTRODUCTION

> There was a time, just a few years back, when we could look upon the matter [of teaching 'something like journalism' in high schools] as 'an interesting tendency'--an innovation that might grow into something worthwhile or something very bad if given proper or improper encouragement. We could pass resolutions for or against it. That time is past--high school teaching of journalism is here; it is a fact that must be dealt with seriously. All of which means that the college teacher of journalism can no longer eye it with favor or disfavor--as an interesting phenomenon--but must accept it as fact and decide what part he will take in it. He must adjust his college journalism courses to meet the situation and must personally decide what he can do to aid it and to keep it on the right track.
>
> --Grant M. Hyde, 1925[1]

The purpose of this project is to consider the most effective journalism education program for West Virginia University. The author realizes that a curriculum must be created for students majoring or minoring in journalism education as well as for those seeking journalism teaching certification along with majors in English education, language arts education, or another field. To that end, this researcher has analyzed the journalism teaching-publications advising courses previously or now

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[1]Grant M. Hyde, "Journalism in the High School," The Journalism Bulletin (now Journalism Quarterly), Vol. 2 (New Series), No. 1 (March 1925), p. 1.

offered at the 104 colleges and universities whose instructors responded to her survey. A questionnaire, requesting data valuable to this former English-journalism instructor and WVU journalism graduate teaching assistant, was sent to 117 schools.

As of December 1974 the West Virginia University School of Journalism and 103[2] other United States colleges and universities were still struggling with journalism teaching-advising curricula. No doubt, faculty at each school have deliberated for hours over the same subjects: course content, prerequisites, student enrollment guidelines, professor qualifications, evaluation procedures, and other important course criteria. The discussions ultimately have led to two results: the expansion of departments or schools of journalism on some campuses and the disappearance of single publications advising courses on other campuses.

Since 1940-41 the WVU School of Journalism has offered a course that analyzes high school journalism and student publications. The course number and title have changed throughout the years, and the class that formerly accepted only seniors and graduate students is now open to all University students.

---

[2]"Guide to College and Graduate Courses, Especially for High School Journalism Teachers and Publications Advisers," The Newspaper Fund, Inc., 1973, pp. 3-18.

First listed in the WVU Bulletin, The School of Journalism Announcements by title only (Journalism 215), the course known as "High School Journalism" gained a description in 1959-60. The notation read: "A survey of scholastic publications problems and techniques; suggested methods of instruction."[3] However, this all-encompassing course concept has probably led more than one instructor to attempt the impossible feat of meeting the diverse informational needs of journalism majors and non-majors. Each instructor, no doubt, has compromised his intended goals because students have entered the class with either substantial or almost nonexistent exposure to journalism style, high school publications staff responsibilities, page layout, headline construction, freedom of the press, and printing procedures. In past years probably every WVU "High School Journalism" teacher's attempt to solve the dilemma resulted in either oversimplification or inclusion of too many subjects in one course. Both the "cake course" (which required merely making a poster about each assigned topic) and the cram course (which demanded constant attention to reading assignments, guest speakers, quiz study, projects, and construction of a final course outline) are futile efforts for both students and teacher.

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[3]WVU Bulletin, The School of Journalism Announcements, Series 59, No. 10-4 (Morgantown, W.Va.: West Virginia University, April 1959), p. 21.

If, prior to enrolling in a revised Journalism 125 course, non-majors could become familiar with journalism style, reporting principles, and the frequent need to rewrite one's ideas, the instructor of "High School Journalism" could concentrate on applying writing skills and explaining staff advising concepts. Thus, non-majors could use understanding of journalism terminology in practical exercises and could enroll later in an advanced methods course, Journalism 126 (not yet offered), if they so desired. Journalism education majors and eager non-majors, for the most part, would then comprise the Journalism 126 class roster.

AMENDING THE PROBLEM

In my view, the current J-125 course cannot fulfill a worthwhile purpose unless non-majors complete certain appropriate journalism courses prior to J-125 and unless J-125 becomes the first course in a two-part sequence for prospective journalism advisers. In any case, because the course is an elective open to all students, the School of Journalism must accomplish the difficult task of acquainting both non-majors and majors with publications.

The rationale for a subdivision of journalism courses is that non-majors prior to and during 1974-75 were expected to learn as much as their classmates who

were majors and had significantly more preparation in journalism. The struggle, predictably, was unsuccessful for most non-majors.

Tabulated statistics and correlated data from the 104 surveyed schools and departments of journalism have led this writer to propose two WVU courses: (1) a three-hour "Introduction to High School Journalism" course for language arts, English, and other non-journalism majors seeking journalism teaching certification, and (2) an advanced three-hour "Journalism Teaching Methods" course for journalism majors and for non-majors who have completed the elementary course. The first course thus would serve as a prerequisite to the second for all non-majors.

The proposed two courses are recommended to the West Virginia Department of Education for inclusion in the certification requirements. Carolyn McCune's 1974 thesis, "Preparation of the High School Journalism Teacher: Certification Requirements Related to Teacher Needs,"[4] issued a similar recommendation.

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[4]Carolyn McCune, "Preparation of the High School Journalism Teacher: Certification Requirements Related to Teacher Needs" (unpublished master's thesis, West Virginia University, 1974), p. 48.

Chapter 2

REVIEW OF LITERATURE

Some university journalism teaching-advising programs in the United States have improved greatly since the 1920's, but it has taken the last 25 years to convince college administrators in general that journalism deserves to be a department or school separate from English.[1]

Charles T. Duncan, dean of the University of Oregon School of Journalism in 1961, questioned the slow degree of improvement in journalism education programs by that year. He recognized a threat to job opportunities for skilled journalists in some media managers' policy of hiring unqualified communications employees who "never took a journalism course in their lives, to say nothing of having majored in the field."[2] Duncan voiced particular concern that inexperienced personnel generally sensed no handicap in journalism occupations even though they lacked such professional training.

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[1]Curtis D. MacDougall, What Journalism Education Should Be All About, ERIC Microfiche 086 987, Fort Collins, Colo.: Association for Education in Journalism, August 19-22, 1973, p. 1.

[2]Charles T. Duncan, "Some Basic Realities in Journalism Education Today," Journalism Quarterly, Vol. 38, No. 4 (Autumn 1961), p. 523.

The same weaknesses that occur when hiring untrained persons for media jobs can prevail in college. To prevent these weaknesses, the college should select former high school journalism teacher-advisers to teach the courses that prepare instructors for journalism teaching-advising positions.

Duncan's dismay about employers hiring "almost anyone" for demanding journalism jobs bears notice at journalism schools throughout the United States. Instructors owe it to their profession and to themselves to insist upon future hiring of persons who meet job requirements. Duncan offers the following reasoning:

> It is possible of course to run a newspaper, a radio station or an advertising agency with people who learned all they know about their work through on-the-job training, which is often little better than trial-and-error. Possible, yes, but this is not the way it should be done. Readers, listeners, consumers--society itself--deserve better.
>
> . . . The implications of the situation thus far described are extremely serious.
>
> . . . good journalists of any and all varieties can come out of almost any kind of a college background, or out of no college at all. . . . But it is foolish to suppose that enough of them always will, and it makes even less sense to argue that this is the method that should be depended upon. It's haphazard, uncertain, and inefficient.[3]
>
> . . . . nothing could be more effective in the strengthening and improvement of journalism education than a mounting chorus of concern and interest . . . .

---

[3]Ibid., pp. 523-24.

> . . . . . .
> I think our first and constant obligation is to be coldly honest with ourselves.[4]

Duncan's call for action speaks out to this writer, who hopes that it will encourage early journalism teacher-education curriculum changes at West Virginia University.

> Journalism education is not gaining ground as it ought to be. At best, it is holding its own, making gains in some areas, and slipping badly in others.
>
> . . . . . .
> . . . We lack the zeal that many of our predecessors must have had. How else could journalism education have been established so solidly and spread so rapidly as it did in roughly the first 25 years of the century?
>
> . . . . . .
> We, the journalism teachers and administrators, cannot by ourselves bring journalism education to its full potential, but we can spark the drive.[5]

RECENT SIGNIFICANT J-ED STUDIES

John W. Windhauser, Colorado State University instructor, and J. W. Click, Ohio University professor, have tried to propel the improvement of journalism teaching-advising programs. In 1971 they compiled data from 39 of 51 members (76 per cent) of the Association for Education in Journalism secondary school division and surveyed superintendents of public instruction in the 50 states and in the District of Columbia. The team then discovered that journalism certification guidelines

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[4] Ibid., p. 526.

[5] Ibid.

in only forty per cent of the states required publications advisers to complete a journalism minor (15 to 24 hours). In only two states were teachers required to earn a journalism major (24 to 40 hours).[6] Additional data points out that 78 per cent of the 39 college AEJ members recommended an undergraduate journalism major for prospective secondary school journalism teachers; 68.5 per cent of the 39 AEJ members agreed that high school journalism instructors should have at least a journalism minor. Nearly all believed that a journalism educator's qualifications should include professional media experience and teaching ability. The AEJ members pointed to recommended courses in a second teaching major, in radio-TV, in English, and in speech. Subjects judged most essential for a future secondary school journalism teacher, in order of need, were copy editing, news writing, a survey of mass communication and society, newspaper make-up, feature writing, and photography.[7]

Instructor standards in 1971 reflect more demanding teacher preparation than in 1965, when Robert J.

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[6] John W. Windhauser and J. W. Click, "Will the Real Journalism Teacher Please Stand Up?" Communication: Journalism Education Today, Summer 1971, p. 2.

[7] J. W. Click and John W. Windhauser, "Suggested High School Journalism Courses and Teacher Certification Requirements," ERIC Microfiche ED 067 863, Columbia, S.C.: Association for Education in Journalism, August 1971, pp. 5-7.

Cranford accentuated the often inadequate awareness and training of journalism teachers. Cranford generally was disturbed by the misleading impressions that unqualified advisers could create in discussing journalism careers. To Cranford's dismay, advisers in 1965 did not need to meet special requirements. Thirty of 45 (66.7 per cent) of the states surveyed in that year still had certification policies requiring fewer than 15 hours of journalism credit for teachers-advisers. As of 1971, 25 of 51 (49.02 per cent) of 50 states and the District of Columbia still did not require a journalism major or minor of future teachers. Only 19 (37.25 per cent) of the states and the District of Columbia demanded that high school journalism teachers earn a journalism major or minor for certification.[8] (See Appendix A.)

Comparing 1965 and 1971 data, Windhauser and Click could identify only a few improvements among certification requirements, content of high school journalism courses surveyed, the number of majors and minors who had become journalism instructors, and state lists of journalism courses recommended for future sponsors.

In a 1972 study of Indiana, Pennsylvania, and Ohio advisers, Windhauser and Click substantiated their belief that high school journalism teachers need nine college semester hours of journalism. Almost all former

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[8]Windhauser and Click, "Secondary Teachers: Certification Requirements," College Press Review, Vol. 11, No. 3 (Spring 1972), pp. 13-16.

English majors responding (50 per cent of 490) said that nine semester hours could be considered an adequate teaching background.[9] In reality, though, nearly 47 per cent of 138 Indiana instructors had earned nine or more hours of college journalism compared to 20.2 per cent of the 237 Ohio respondents and 9.4 per cent of the 115 Pennsylvania respondents.

Since 1962 Indiana has required all English majors to complete a journalism writing course for certification and has expected teacher-advisers to have earned either a journalism minor of 24 semester hours or a journalism major of 30 semester hours. It is therefore logical that Indiana respondents in 1972 included 26.8 per cent journalism majors.[10]

Because journalism, however, was not certificated by 1972 in Pennsylvania, it is not surprising that 49.6 per cent of 115 teachers in that state had never taken a college journalism course. Ohio 1971 requirements, on the other hand, demanded 15 semester hours of journalism for certification, yet 61.6 per cent (a greater proportion than in Pennsylvania) had had no college journalism. Indiana advisers who were unexposed to journalism courses equalled

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[9]Windhauser and Click, "High School Journalism Courses, Teachers, and Perceived Professional Needs in Indiana, Ohio, and Pennsylvania," ERIC Microfiche 066 892, Carbondale, Ill.: Association for Education in Journalism, August 1972, p. 10.

[10]Ibid., pp. 6-8.

the lowest total among the three states, 25.2 per cent.[11]

Eighty per cent of the advisers from all three states, equalling a one-third sample in the same area, lacked professional media experience. Approximately 60 per cent, however, had worked on their high school or college publications.[12]

More than one fourth of all respondents in this survey believed that a secondary school journalism teacher should have completed a college journalism minor as minimal teaching preparation; even more than one fourth, however, felt that they had no basis for such a recommendation.

Almost one half (52.5 per cent) of the 490 teachers recommended an English second teaching field for journalism majors.[13]

Approximately one half of the 490 respondents were in their first through fifth year of advising, which fact reflects a large percentage of teachers who contribute to "the relatively high turnover rate" noted by John Boyd in 1960[14] and James F. Paschal in 1971.[15] Paschal

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[11] Ibid.

[12] Ibid., p. 8.

[13] Ibid., p. 10.

[14] Ibid., p. 9.

[15] Click and Windhauser, "Suggested High School Journalism Courses and Teacher Certification Requirements," p. 8.

attributed the great change among journalism faculty members to the fact that so many advisers are not well-compensated for their time. However, approximately 90 per cent of the AEJ respondents in 1971 agreed that advisers should be compensated,[16] and the incentive of either extra money beyond the base salary or released time during the daily schedule has long been used to retain good advisers in certain school districts. As early as 1928, George H. Gallup proposed additional pay for publications advisers.[17]

Properly trained, qualified personnel allow high schools to consider offering extensive journalism curricula. According to Windhauser and Click, AEJ data indicate that secondary schools should provide a minimum of four semesters of journalism--preferably with a first-year course in mass media analysis and forms of journalism writing (for ninth and tenth graders). The second-year course, whose objective would be to produce student publications, could be open to eleventh and twelfth graders. An additional mass media course could accommodate unrestricted enrollment.[18]

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[16] Ibid.

[17] George H. Gallup, "What Shall We Do About High School Journalism?" Journalism Quarterly, Vol. V, No. 2 (June 1928), p. 36.

[18] Click and Windhauser, "Suggested High School Journalism Courses and Teacher Certification Requirements," p. 3.

Additional Windhauser-Click conclusions point out that more than 75 per cent of the AEJ members responding advocated a faculty-supervised high school news bureau wherever possible.[19] Dr. Arthur M. Sanderson of the University of Florida, however, suggested implementation of a "PR Bureau" to arrange school-community publicity, press releases, "spot news," radio announcements, television films, slides, and broadcast tapes.[20] Some professors responding to Windhauser and Click's surveys considered the organization of a news bureau impractical with high school journalism students.[21]

A list of competencies expected of journalism students indicates that 67.6 per cent of the instructors responding regarded typing the most-needed student skill.

More than one half of the respondents indicated that secondary school journalism teachers should have master's degrees, and most of them agreed that journalism students in high school should possess a "B" average in English and an overall "C" average before enrolling in journalism. However, 65.6 per cent of the teachers responding contradictorily stated that journalism should be "open to all students of the appropriate grade level."[22]

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[19] Ibid.

[20] Ibid., pp. 3-4.

[21] Ibid.

[22] Ibid., pp. 5-7; 12.

Click and Windhauser note that the majority of the 490 high school journalism teachers responding in the 1972 three-state survey held that the main goal of high school journalism is to produce publications.[23] However, Click and Windhauser acknowledge that other journalism studies completed by Gretchen Kemp in 1957, the Indiana Committee on High School Journalism in 1965, and Laurence R. Campbell in 1971[24] concur with 89.7 per cent of the AEJ secondary school division members who concluded in 1971 that the main purpose of such a course in the '70's is "to make high school students intelligent consumers of the mass media."[25]

Windhauser and Click have urged additional research in journalism education by stating:

> Several writers have indicated that the high school curriculum must and will undergo drastic revision. Beyond finding out what high school journalism is like today, leaders and others interested in it should work to conceptualize and implement the secondary school journalism or mass communication study appropriate for the 1980's.[26]

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[23]Windhauser and Click, "High School Journalism Courses, Teachers, and Perceived Professional Needs in Indiana, Ohio, and Pennsylvania," p. 5.

[24]Laurence R. Campbell, Evaluative Criteria for High School Textbooks in Journalism and Mass Media (Tallahassee, Fla.: Quill and Scroll Society in cooperation with the College of Education at Florida State University), October 1972, pp. 5-6.

[25]Click and Windhauser, "Suggested High School Journalism Courses and Teacher Certification Requirements," p. 2.

[26]Windhauser and Click, "High School Journalism Courses, Teachers, and Perceived Professional Needs in Indiana, Ohio, and Pennsylvania," p. 15.

The two writers also have reiterated Cranford's request for "leaders of the media of news communication" to

> . . . . lend their support to have legislation enacted to require training in journalism for those who teach the subject in high schools or who advise or supervise staffs of student publications.[27]

Dr. William Dean, director of student publications at Texas Tech University, similarly has emphasized the importance of educating high school journalism teachers to "write, edit, and gather news."[28] Having surveyed 100 high school journalism teachers, 87 high school principals, 54 college journalism deans and/or department chairmen, and 74 newspaper editors, Dean recognized two possible preservice training programs for secondary school journalism teachers: (1) a teacher certification program to assist college students who have a journalism major or minor teaching field and (2) a limited courses approach to expose non-journalism majors in other teaching programs to several journalism courses.[29] The publications director announced in 1972:

> Both programs should emphasize competency in teaching journalism and directing student publications as opposed to some of the other facets of operation--business, advertising, careers, radio-TV, and literary magazines.

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[27]Windhauser and Click, "Secondary Teachers: Certification Requirements," p. 16.

[28]Bill Dean, "Editors, Administrators Agree: Educate High School Journalism Teachers To Write, Edit, Gather News," Journalism Educator, Vol. 27, No. 4 (January 1973), p. 10.

[29]Ibid.

> Newswriting, editing, reporting, and forms of specialized writing should rate prime importance for both [programs].[30] (See Appendix B.)[31]

Considered as a group, Dean's respondents outlined more demanding goals for advisers than did Windhauser-Click respondents. The majority participating in Dean's study believed that students wishing to be certified as journalism majors should take 24 to 30 hours of journalism. (See Appendix C.)[32] Journalism minors proportionally should be required to take 12 to 18 hours in their minor field. (See Appendix D.)[33]

Dean proposed two required methods courses: "one related to teaching high school journalism and the second related to advising and directing high school publications."[34] He further stated that student publications work and student teaching should be considered vital training for journalism majors who want to become future advisers. Student publications work alone, he said, should be valued most highly by non-journalism majors who wish to become journalism teachers-advisers.

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[30] Ibid., pp. 10-11.

[31] Dr. William Dean, "Writing Courses Highly Rated: Training the Journalism Teacher," College Press Review, Vol. 11, No. 3 (Spring 1972), p. 19.

[32] Ibid., p. 17

[33] Ibid.

[34] Dean, "Editors, Administrators Agree: Educate High School Journalism Teachers To Write, Edit, Gather News," p. 11.

Instructors surveyed by Dean were greatly alarmed by the number of "unqualified" advisers as of 1972. Those teachers responding who had begun journalism education careers as "unqualified" advisers highly recommended required certification for advisers. Dean thus created the program which appears in Appendix E[35] and accompanied it with this statement:

> It would seem to be in order to recommend that all states need to develop a definite teacher certification program for journalism teachers and publications advisers. Schools should not be permitted to merely give this responsibility to an unqualified person--just as they would not be permitted to have an unqualified person teach chemistry or math or direct the school choir.[36]

EARLY PROPOSALS TO IMPROVE J-ED TEACHER TRAINING

Despite this writer's emphasis on recent studies about journalism education, Windhauser, Click, and Dean were not the first to propose purposeful high school journalism courses and bonafide training of journalism teachers.

Joseph S. Myers, director of the Ohio State University Department of Journalism in 1926, saw the need for improved instruction as he labeled college journalism teachers "mostly men with comparatively little actual office experience." Without condemning them, he noted:

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[35]Dean, "Writing Courses Highly Rated: Training the Journalism Teacher," p. 18.

[36]Dean, "Editors, Administrators Agree: Educate High School Journalism Teachers To Write, Edit, Gather News," p. 11.

> Teachers of journalism should combine in proper proportions practical experience in newspaper work, knowledge of teaching practice, and inspirational qualities. . . .[37]

In 1928 Allen S. Will suggested that future college journalism professors (who would train future high school journalism advisers) "be required to have five years of versatile experience on a newspaper or newspapers of high standing."[38] He also acknowledged that textbooks could not compensate or substitute for unqualified teachers.[39]

George H. Gallup in 1928 recognized the rapid development of high school publications in the Midwest and on the West Coast during the second decade of the Twentieth Century. Gallup, however, attributed the great number of faults in these new newspapers to poor supervision (untrained teachers) and called for newspaper production to occur within a classroom atmosphere. He said:

> Journalism has found a place in the high school curriculum. It is there to stay, in spite of those who still believe that it should be entirely extra-curricular. During the early days of high school journalism, the work was entirely extra-curricular. But this plan has been abandoned because it does not

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[37]Joseph S. Myers, "The Teacher of Journalism," The Journalism Bulletin (now Journalism Quarterly), Vol. II (New Series), No. 4 (January 1926), p. 12.

[38]Allen S. Will, "Concerning the Status of Teachers," Journalism Quarterly, Vol. V, No. 1 (March 1928), p. 18.

[39]Ibid., p. 19.

> work . . . journalism work, to be of value to students, must be carefully supervised. This is impossible in the case of extra-curricular journalism.
>
> . . . Supervisors haven't the time outside their regular classwork to instruct students in the various phases of journalism. Students won't take the time to learn these things themselves. The [extra-curricular] publication, instead of being the product of many students, is the product of three or four and, in not a few cases, of the supervisor alone. Publications put out under this plan are sloppy.
>
> . . . a course of some kind is necessary to direct the efforts of the high school staff. Many schools have added courses in journalistic writing.
>
> . . . The class . . . , moreover, is open only to the students who have received the highest grades in previous English courses. Those who would undoubtedly profit much by learning to write in a clear and concise way are barred.
>
> . . . Perhaps it would be a wise plan to urge all high schools to require a one-, two-, or three-year course in the essentials of writing, journalistic writing, or call it what you will.
>
> . . . . . .
>
> Out of the course in journalistic writing has come the course in journalism, which is fast finding a place in the curriculum of the largest and in some of the smaller high schools. The fears of college professors, that high schools were stealing all of their thunder, have been proved groundless.[40]

Gallup then issued perhaps the first plea for reorganizing college journalism education teaching goals:

> . . . the school or department of journalism, if it is to make the most of its opportunities, must go beyond the mere practices of journalism--it must deal more in ideas and less in technique.[41]

Gallup also recommended that the Association of Schools and Departments of Journalism "foster research work in

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[40] Gallup, pp. 34-35.

[41] Ibid., p. 35.

this field in order to give proper guidance to high school courses in journalism and to high school publications."[42] (The Quill and Scroll Society later recognized Gallup for his insight by establishing the top newspaper evaluation award for high schools and naming it after him.)

M. V. Atwood, an associate editor for Gannett Newspapers in 1931, reminded journalism schools of their duty to "weed out the misfits" when he warned, "There is no place on any newspaper for a person who is only seeking a job."[43] Atwood's conclusion applies even today, and it should be extended to say, "There's no place among college and high school journalism teachers 'for a person who is only seeking a job.'"

THE CONTINUING NEED FOR HIGH-CALIBER J-EDUCATORS

Despite the logic of the above statement, journalism schools have not demanded the best students and the best faculty members long enough. As late as 1953, 40 of 115 journalism instructors at teachers' colleges admitted to Louis Inglehart, now a Ball State University journalism professor, that they were "not qualified to teach journalism." Seven among the 115 confided that

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[42] Ibid., p. 36.

[43] M. V. Atwood, "Proposed Plan for Certifying to Capability of Persons in Journalism," Journalism Quarterly, Vol. VIII, No. 1 (March 1931), p. 24.

they "had no training background whatsoever for their positions."[44]

As late at 1972, according to Frank Deaver, only 207 of 553 junior colleges (37 per cent) employed journalism teachers with the equivalent of college journalism majors (considered 30 semester hours in Deaver's survey). At least 112 other journalism instructors among the 553 schools (20 per cent) had had no academic training in journalism. The latter figure included only those faculty members who specified "no hours" of training. Those who left the answer blank would have increased the percentage if they had been counted.[45] Thus the majority of junior college journalism teachers responding were "less than adequately prepared" or "totally unprepared to offer valid instruction in journalism." Most of them earned degrees in other majors, did their teaching in other departments, and were appointed publications sponsors "for reasons other than preparation or interest."[46] The junior college journalism student, nevertheless, needed to cope with this disadvantage as

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[44]Louis E. Ingelhart, "Journalism Instruction in Teachers' Colleges," Journalism Quarterly, Vol. 31, No. 2 (Spring 1954), p. 238.

[45]Frank Deaver, "The State of Journalism Education Today," Community and Junior College Journal, Vol. 43, No. 3 (November 1972), p. 31.

[46]Ibid.

as well as the fact that, prior to 1973, his two-year journalism program may well have been one of many that existed for the wrong reason: to staff the school publication rather than to educate individuals about journalism.[47] In 1973, however, the Junior College Journalism Association recommended national guidelines to improve the course content and journalism teacher competency level at two-year colleges. J-ed instructors at junior colleges thereafter were expected to meet either course/degree or media qualifications in their assigned teaching subjects.[48]

Seemingly not until 1972 did men like Daniel J. Dieterich, research associate for Research in Education, accent "a growing recognition of the need for better professional preparation for advisers."[49] Dieterich then pointed out that sponsors must be able to tackle problems of censorship, finances, business management, news sources, the role of minority and disadvantaged students, plus the question of "what constitutes news?" In publishing a Leonard Heldreth book review,

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[47] Ibid.

[48] The Articulation Committee of the Junior College Journalism Association, "Guidelines for Two-Year Journalism Courses and Programs," ERIC Microfiche ED 083 605, Research in Education, Vol. 9, No. 3 (1973), pp. 2-5.

[49] Daniel J. Dieterich, "What News Is Fit To Print in the High School Press?" English Journal, Vol. 61, No. 2 (February 1972), p. 299.

Dieterich considered the predictable contrast between trained advisers, who know how to maintain sound publication finances, and untrained advisers, who generally panic about bookkeeping or struggle more with publication problems. Dieterich recalled Heldreth's words:

> . . . business management is frequently casual because few advisers have specific preparation in business procedures and the staff is more interested in editorial activities . . . [high] schools which offer journalism courses and schools whose newspaper advisers have a minor in college journalism are more successful in business opportunities than those lacking such advantages.[50]

Advisers, by nature, are destined to cope with change, and it seems reasonable that increased soul-searching followed the 1960 era of student protests, underground newspapers, and censorship court cases such as Tinker vs. Des Moines Independent School District in 1969.[51] From this case, advisers and administrators became aware that

> . . . students in school as well as out of school are persons under the Constitution . . . [and] do not shed their constitutional rights to freedom of speech or expression at the schoolhouse gate.[52]

Journalism teachers thereafter became more vocal about sharing their problems and concerns, and press association-

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[50]Ibid., pp. 298-99.

[51]Ibid., pp. 297-300.

[52]The Commission of Inquiry into High School Journalism, Captive Voices: High School Journalism in America, New York: The Robert F. Kennedy Memorial, 1974, p. 3.

sponsored "help hotlines" encouraged an open, conscientious attitude toward journalism teaching problems.

Certain sponsors have learned how to prevent frequent student-teacher clashes, and Robert L. Tottingham, University of Wisconsin at Madison, has labeled them "catalytic" advisers. Such persons activate reactions among their staff members without entering too much into each publication decision[53] and are understandably rare. Although it is difficult for beginning advisers to know how to be catalytic (i.e., when to let students experiment with their own ideas), more high school journalism teachers each year are learning to delegate editorial responsibility to their students.

Three teachers who could be called "catalytic" are Veita Jo Hampton, St. Charles (Mo.) High School publications adviser; Sally Ullum, Mentor (Ohio) High School English and journalism teacher-adviser; and Carolyn McCune, Parkersburg (W.Va.) High School journalism and English instructor. All three have researched trends in journalism education.

Mrs. Hampton has discussed the types of advisers in this way:

> . . . Reams of factual evidence illustrate how arbitrarily [too many] advisers are selected, how ill-prepared they are to teach media, and how rapidly they transfer to greener pastures.

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[53]Robert L. Tottingham, "The Adviser As Catalyst for Change," The CSPAA Bulletin, Vol. 31, No. 1 (May 1973), p. 7.

> Such evidence constructs a poor image of advisers among administrators, parents, and the general public.[54]

Regardless of the image that a particular journalism teacher projects, Mrs. Hampton adds that the adviser is

> . . . primarily concerned with truth and honesty per se . . . advisers motivate, initiate, moderate, and evaluate people and programs all within the role they play as school diplomat, PR person, and liaison among staff members. Advisers working to improve themselves and their programs will interpret, intervene, intercept, and introduce devices for control of their own positions. The positive force adviser leads. . . .[55]

In order to "lead," the adviser needs confidence based on adequate training. Miss Ullum reaffirmed the need for well-qualified advisers in a 1973 term project by stating:

> A high school journalism teacher must be properly accredited and trained to meet the tasks required. . . . Courses have developed on an elementary level with relation to existing social requirements, mass media problems, or the basic tenets of journalism production, due to unqualified journalism teachers.[56]

Borrowing the thoughts of Laurence R. Campbell, the young adviser also stated:

> The high school journalism teacher should be endowed with a high degree of intellectual curiosity, a qualified education, a sense of responsibility,

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[54]Veita Jo Hampton and Rory Riddler, "Color Us Orange," Communication: Journalism Education Today, Vol. 6 (Summer 1973), p. 8.

[55]Ibid.

[56]Sally Ullum, "Challenges in Journalism" (Curriculum Outline for Special Topics 341, West Virginia University, July 1973), p. 3.

> the ability to get along with other people, a capability for hard work, and a respect for details. In addition, the teacher must genuinely enjoy working with young people.[57]

HOW WELL DO WEST VIRGINIA COLLEGES PREPARE J-EDUCATORS?

Mrs. McCune has referred to the problem of unqualified advisers by citing the need for better teacher preparation in West Virginia. Her 1974 master's thesis recommends a state high school journalism curriculum which demands more of college programs that aim to train future advisers.

To urge that the education of publications advisers must be improved, Mrs. McCune cites the opinions of 40 certified journalism instructors and 37 uncertified instructors in the state.[58]

The West Virginia teacher-adviser recapitulates the advice of Charles Zuegner, who earlier recommended that

> . . . college departments and schools of journalism interested in high school journalism programs and publications expand their efforts by offering short courses, accredited summer courses, and publications conferences for the benefit of high school teachers and publications advisers.[59]

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[57] Laurence R. Campbell, Careers in Journalism (Chicago: Quill and Scroll Foundation, 1955), pp. 108-12.

[58] McCune, p. 20.

[59] McCune, pp. 8-9.

West Virginia University already offers a fall high school journalism workshop each year, and a one-week summer teacher-student workshop will be implemented by the University during 1975 at this writer's and Mrs. McCune's suggestion.[60]

However, Mrs. McCune still has reason to criticize the West Virginia certification policy which allows language arts majors to become journalism sponsors upon completion of five hours of college journalism courses. Mrs. McCune considers such a practice "inadequate" based on data from her master's survey and from the 1962 master's thesis of Jane Dumire, now a Fairmont (W.Va.) State College journalism professor. Miss Dumire characterizes the language arts student who becomes a journalism teacher-adviser as a "'Jack o' all Trades' who is shortchanged in English, speech, and journalism."[61] Both Mrs. McCune and Miss Dumire believe that "the language arts certification program should be reassigned or redefined for elementary teaching only or [it] should be eliminated."[62]

Mrs. McCune strengthens this admonition by printing confessions of former language arts majors who, after they became teachers, realized that they

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[60]Statement by Earl N. Straight Jr., personal interview, February 7, 1975.

[61]Ibid., p. 11.

[62]Ibid.

"needed additional or more in-depth preparation in college to adequately teach high school journalism or serve as publications adviser[s]."[63]

Sixty-four of the 77 instructors responding to Mrs. McCune's survey recommend that college journalism teacher preparation programs include two high school journalism courses: (1) "Introduction to High School Journalism" and (2) "Journalism Methods." The high school teachers responding advise further that the first course be considered a prerequisite for the second. One of Mrs. McCune's respondents especially advocates that teachers take a methods course:

> Such a course should be worked into general education courses since many non-journalism education majors and minors have no way of knowing that, one day, they will be . . . adviser[s] for a high school newspaper or yearbook.[64]

Mrs. McCune's comparison of journalism curricula at Glenville State College, Fairmont State College, Marshall University, and West Virginia University shows that all four institutions offer one course each and have similar requirements for future advisers. Journalism education instructors at all four schools share the "difficulty of teaching non-journalism oriented students and journalism majors and minors in a combined course." Fairmont State College, however, offers one section for

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[63]Ibid., p. 32.

[64]Ibid., p. 39.

teaching majors and another for non-teaching majors.[65]

Mrs. McCune has questioned the adequacy of current journalism certification requirements in West Virginia. She also has cited the detrimental effect of extended administrative waivers which circumvent state certification requirements as they allow uncertified teachers to serve as advisers year after year. Furthermore, she has suggested the need for weekend workshops sponsored by the West Virginia State Department of Education and journalism schools to help journalism teacher-advisers solve their problems and update their awareness of new resources.

Mrs. McCune proposes that students who wish to become advisers first earn a "B" or better in both reporting and editing/make-up courses. As juniors, they would then be required to take "Introduction to High School Journalism" or a course with similar goals. Following completion of that course, the students would "plan and teach classmates 'mini-lessons' in 'Journalism Methods' (or a similar course)."[66]

Mrs. McCune foresees the need for only minor change in the West Virginia 21-hour journalism education majors' program, which also requires credits to be earned

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[65] Ibid., pp. 43-46.

[66] Ibid., pp. 47-49; 51.

in a second teaching field.[67] The journalism major would continue to complete three-hour courses in reporting, editing and make-up, as well as history of American journalism. He also would expect to pass the currently required ~~two~~ three-hour courses in mass communications and news photography. Mrs. McCune notes that better teacher training for majors could be possible if two high school journalism courses (totaling six hours) replaced the six hours of upper-division electives currently allowed; interchangeably, the two hours now set aside for a high school journalism course would be available for an elective.

Regarding the language arts curriculum, which now requires only five semester hours of journalism as part of a 50-hour total,[68] Mrs. McCune highly recommends extensive change. In her opinion, the State Department of Education should demand a minimum of 6 hours of high school journalism in addition to the minimum of 9 hours of language, 21 hours of literature, 12 hours of speech, and 2 hours of electives.[69]

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[67]Windhauser and Click, "Will the Real Journalism Teacher Please Stand Up?" p. 3.

[68]Ibid., pp. 47-50.

[69]Language Arts Committee, West Virginia Advisory Council for Teacher Preparation and Professional Standards, "Evaluation of the English Comprehensive and the English Single Field Competencies" (Morgantown, W.Va.: Language Arts Committee, West Virginia Advisory Council for Teacher Preparation and Professional Standards, 1973), pp. 9-10. (Mimeographed.)

Even with these proposed changes, Mrs. McCune believes that high school journalism adviser preparation for non-majors would be mediocre. She states:

> Completing five or even six hours in a subject area does not qualify one to teach in that field, especially if one is not familiar with the subject matter.[70]

She and this writer concur:

> Either journalism certification [in West Virginia] via the language arts comprehensive program should be withdrawn or the requirements substantially strengthened. This writer would prefer that journalism be withdrawn from the language arts comprehensive program. No journalism program at all would be preferable to the weak program now offered.
>
> . . . Relaxation of preparation requirements [by administrators] reduces the instructional quality [afforded high school journalism students] and cripples the high school student's learning.[71]

Appendix N specifically outlines the most recent West Virginia University language arts certification requirements. In this writer's opinion, unless state journalism certification requirements are strengthened and strictly enforced, the value of West Virginia high school journalism teacher preparation is questionable.

NATIONWIDE, J-ED STILL NEEDED IMPROVEMENT IN 1974

Not only in West Virginia but nationwide, dedicated teachers and researchers have tried to promote

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[70] McCune, p. 50.

[71] Ibid., p. 51.

quality programs for the benefit of high school journalists. Two levels of change, however, are still essential. College professors must improve teacher-training curricula, and secondary school teachers must enroll in beneficial courses to improve their ability to teach and to advise. Attitudinal changes are required for additional progress. Secondary school administrators and teachers must admit that they have acted as censors and cope honestly with the high school journalists' right to freedom of the press. Only then will censorship problems decrease. Only then will adviser-staff respect develop to a mutual degree, students be able to make their own editorial blunders, and sponsors lose their fears about how to handle "the next controversial topic."

Probably the issue that is most sensitive for student writers and journalism teachers alike is "Who controls a publication's editorial policy? Who, if anyone, censors stories?" This study, therefore, also must examine the teacher's role in answering those related questions.

> That some students will make mistakes and perhaps abuse their rights of a free press if they are permitted to exercise them is undeniable, but the benefits of freedom are of paramount importance.[72]
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> . . . . . .
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> While good journalism education requires

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[72]The Commission of Inquiry into High School Journalism, p. 46.

> teaching students ethics and responsibilities, . . . permitting them to make the ultimate decision on the contents of the newspaper also is essential.[73]

Captive Voices: High School Journalism in America, perhaps more frankly than any previous publication, cites the problems that have shackled secondary school reporters, editors, and sponsors for years. The 1974 publication arose from a $65,000 Robert F. Kennedy Memorial fund drive that sought to involve youth in " . . . learning about, reporting, and acting on such issues [as poverty, discrimination, and civil liberties]."[74] Information that the Kennedy Commission reports was based on data from public hearings, consultation meetings, surveys, content analysis of student publications, and research studies.[75]

Franklin Patterson, chairman of the Commission of Inquiry into High School Journalism, points out: "American high schools are the only secondary schools anywhere that provide experience in journalism as part of their curriculum."[76] However, despite this boastful generalization, Commission findings indicate that many U.S. journalism teachers may have diluted such a course

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[73] Ibid., p. 82.

[74] Ibid., pp. xiii-xiv.

[75] Ibid., pp. xvi-xix.

[76] Ibid., p. xiii.

to the extent that its value is questionable. The following facts seem especially noteworthy:

Sixty-two per cent of American secondary school teachers responding to the Commission of Inquiry favored censorship of school newspapers. According to an NEA survey which precipitated the Commission's study, teachers consider censorship "a duty."[77]

Fifty-three per cent of the students polled by the Commission believed that their school newspapers were used to create a good impression; 27 per cent disagreed, and 20 per cent had no opinion. Among newspaper staff members surveyed, however, 60 per cent believed that their publications were public relations devices; 27 per cent disagreed, and 13 per cent had no opinion.[78]

Except in rare cases, the study noted, advisers do not encourage minority students to develop journalistic talents. The Commission reports:

> The emphasis on grades and participation in journalistic classes as a prerequisite to becoming a staff member of a newspaper has contributed to the scarcity of minority journalists and minimized journalistic skills other than those measured by grades. This has placed a low priority on initiative, curiosity, and familiarity with significant issues, attributes considered essential for good journalists.[79]

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[77] Ibid., p. 29.

[78] Ibid., p. 43.

[79] Ibid., p. 66.

While the majority of students at non-minority and minority schools are not required to be currently enrolled in a journalism course in order to be on a publications staff, the majority of students at racially balanced schools are.[80] Not surprisingly, the Commission discovered that

> . . . schools with a predominantly minority student population have the largest ratio of inexperienced journalism teachers. One third of them had no training or background before taking their positions, compared with 10 per cent at schools with a predominantly non-minority population and 3 per cent at racially balanced schools.[81]

The Commission recognized that United States high schools "accord journalism and journalism education low priority."[82] They offer journalism instruction almost entirely on an elective basis, assign the subject to teacher-advisers who generally lack special skills in the subject, often fail to compensate advisers for extra work, schedule media productions on an extra-curricular basis--if at all--and provide minimal publications budgets.[83]

According to Captive Voices, professional journalism organizations have only recently begun to advocate

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[80]Ibid., p. 192.

[81]Ibid., p. 91.

[82]Ibid., pp. 111-12.

[83]Ibid.

improved scholastic journalism programs; in 1973-74 the Journalism Education Association offered professionsl support to students and teachers involved in freedom of the press controversies.[84] Although high schools have not yet become active in using the media, the Commission has emphasized that broadcasting professionals, for their own good, should "concern [themselves] with problems that cripple high school journalism."[85] The Commission added:

> Although scholastic journalism organizations serve useful purposes, they are part of the status quo of a sick institution. They have failed to use their prestige and potential to be a force for reform. . . . They demonstrate a low level of consciousness of the problem of minority access and little awareness of the extent, forms, and pernicious effects of censorship.[86]

The inquiry team also noted:

> The great majority of high school journalism programs investigated by the Commission did not encourage free expression, independent inquiry, or investigation of important issues in either the school or community. Most high school publications analyzed were found to be bland and often served as public relations tools for the schools.[87]

Regarding journalism teachers in general, the Commission concludes:

> Given an atmosphere of relative freedom, quality journalism education depends more than anything else on teachers and advisers who are committed to the need for journalism in the high school. Even experience

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[84] Ibid., p. 112.

[85] Ibid., p. 125.

[86] Ibid., p. 108.

[87] Ibid., p. 111.

and training are not essential if a teacher is willing to learn and dedicated to a journalism program. . . . [This statement is debatable. Among non-journalism majors, few advisers know how to channel their inquiries or wish to improve their students' programs.]

Unfortunately, surveys indicate that a majority of teachers and advisers not only have little or no journalism background but have relatively little interest in taking their jobs in the first place.

Less than one half the teachers surveyed by the Commission had either more than 12 hours of college preparation or experience in journalism. Only 32 per cent of them had requested their assignments.

The fact that the nation's schools and departments of journalism at the university level have been primarily occupied with the training of professional journalists and not journalism educators has contributed to the dearth of qualified high school teachers. Most university departments do not have a sequence for undergraduates preparing for secondary school accreditation. Few have a close relationship with the campus school of education in the development of methodology courses or student teacher programs.

The lack of undergraduate programs has led to the pervasive band-aid programs in most states. English and business education teachers temporarily diverted into journalism are often urged to enroll in summer journalism workshops, . . . Such teachers, understandably, are merely trying to keep their heads above water in dealing with basic layout and staff organization and are not expecting challenges in investigative writing or analysis of student rights issues.

Since the turnover of journalism teachers is as high as 60 per cent annually in some states, follow-up programs are difficult to develop. But the problem is further compounded by the turnover of state scholastic press administrators who are commonly graduate assistants who move on when they complete their degrees. The mainstays, then, of most state and regional programs of teacher support are the veteran advisers who sustain long-term roles in the state scholastic press associations and often set the priorities for seminars, conferences, and workshops for students.

With the lack of teachers trained in journalism, the job of journalism teacher often goes to an English teacher or any teacher who winds up as

adviser to the newspaper. . . .[88]

Carlos Guerra, a Chicano community organizer from San Antonio, Texas, aptly described journalism teachers another way for the Commission:

> Very often we find that journalism teachers are, first, people who have never worked on newspapers, people who have no real contact with what journalism is. They worked maybe with a college paper when they were in college. Secondly, they are almost entirely white Anglo-Saxon Protestants and very middle-of-the-road or conservative. They're a type of people who are keepers of the status quo and would certainly not rock the boat. They hide behind terms such as "professionalism" and "objectivity," neither one of which can be attributed to the press in any respect.
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> . . . . . .
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> Journalism teachers . . . frequently are required to bear unfair burdens of heavy scheduling, inadequate compensation, and--in cases where they buck the tide of censorship--job insecurity.
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> . . . . . .
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> . . . Unfavorable working conditions, including censorship problems, account in part for a high turnover of journalism teachers and advisers. A survey in California indicated that two out of three changed assignments yearly.[89]

Despite its disturbing findings, the Commission offered some compassionate observations:

> . . . school teachers and administrators work in a situation that is subject to many kinds of pressure from many different directions. We understand that often the easiest course seems to be to play it safe. But we are also convinced that school people can deal with such pressures effectively, with wisdom and courage, when they see that really important things are at stake.
>
> We know that school people can--and in some cases do--find remedies for the kinds of needs

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[88] Ibid., pp. 89-91.

[89] Ibid., pp. 91-92.

> and problems our inquiry discovered. We heard from teachers and administrators and students whose very work itself demonstrated that negative conditions of censorship, minority access, and educational quality in journalism are not inevitable . . . the kind of recommendations we have presented can indeed become the reality if school people want it so.[90]

The Commission chairman noted:

> . . . We believe that high school journalism for too long has existed in a gray, shadowy area of public concern . . . it is time to bring it forth as one of the most potential, most educational, most exciting means available for young people to meet and come to understand their world and ours.[91]
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> . . . . . .
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> . . . many school officials claim the authority to fully control the content of school publications. A major obstacle facing high school journalists (and often their advisers) is the asserted administration position of the school as publisher. The argument set forth by these officials is: "We finance the paper; therefore we rightfully control its content."
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> This argument has been consistently rejected by the courts.[92]
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> . . . . . .
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> . . . The fact is that high school students have--or should have--as much right to free speech, free press, and free assembly as anyone else, and [they should be] subject only to the same kinds of common-sense restrictions that apply to everyone else.[93]

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[90] Ibid., pp. xix-xx.

[91] Ibid., xx-xxi.

[92] Ibid., p. 154.

[93] Ibid., p. 135.

Chapter 3

METHOD

Four major experiences led this researcher to become more curious about college courses offered for future journalism teachers-advisers throughout the United States: four years of teaching high school English and journalism, supervision of five student teachers, reading scores of magazine articles about the task of sponsoring high school publications, and serving one year as a graduate teaching assistant in "High School Journalism" (J-125) at West Virginia University.

Encouragement by Dr. Guy H. Stewart, WVU School of Journalism dean, and Dr. Edward C. Smith, chairman of graduate studies, was responsible for this writer undertaking four preliminary journalism education projects: (1) preparing a recommended journalism teacher's bibliography (Appendix F), (2) compiling a requisition list of high school journalism-related references for purchase by WVU (Appendix G), (3) surveying West Virginia teachers about their own and their students' interest in attending a "High School Journalism Day" workshop, (4) designing two syllabi for J-125 at WVU (Appendices H and I), and (5) comparing the WVU journalism education program with others by creating a questionnaire (Appendix J) and

mailing it to 117 persons associated with journalism education and/or high school journalism instruction in the U. S. The January 1973 Journalism Educator[1] and the 1973 Newspaper Fund "Guide to College and Graduate Courses Especially for High School Journalism Teachers and Publications Advisers" together provided a list of schools presumably offering practical courses for future and current advisers. This writer says "presumably" because several respondents admitted that courses in the two guides have been defunct for years.

The total number of respondents was thus 104 (88.8 per cent) of the 117 which reportedly provided high school journalism-publications advising courses. Fifty-six instructors (47.9 per cent) responded to the June 28, 1973 mailing of a three-page questionnaire by the first deadline, July 25, 1973. Thirty-six additional instructors increased the response to 92 (78.6 per cent) by the second deadline, August 22, 1973. Twelve other instructors answered the survey by the final deadline, January 25, 1974.

Tabulation of data from the questionnaire was completed by using the Statistical Analysis System on the WVU computer. Single- and multiple-frequency

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[1] LaRue W. Gilleland (ed.), Journalism Educator Vol. 27, No. 4 (Minneapolis, Minn.: Association for Education in Journalism, January 1973), pp. 12-192.

calculations[2] were analyzed by forwarding input control cards to SAS. These cards determined which variables were to be analyzed and in which fashion. The resulting statistics allowed this researcher to report the status of high school journalism courses today at the 104 above-mentioned schools.

In reading this paper, one should assume that the term "journalism education" refers to journalism courses aimed at educating college students to become future journalism teachers-publications advisers. Certain survey respondents were reluctant to accept the foregoing definition of "journalism education," so they assumed that their "total number of sequence hours" included all journalism, English, and language arts course hours necessary to complete either journalism certification, a journalism major, or a journalism minor.

However, because the survey was mailed to only those schools associated with high school journalism or teacher-training programs, the percentage misunderstanding the term "journalism education" was minimal.

Answers to checklist, completion, and open-end questions helped this writer to formulate opinions about changing the WVU "High School Journalism" course from a

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[2]Anthony J. Barr and James H. Goodnight, A User's Guide to the Statistical Analysis System (Raleigh, N.C.: North Carolina State University Department of Statistics, August 1972), p. 216.

skim-the-surface survey to a guest lecture course (taught by several persons whose special interests determined whether one or more days should be devoted to each topic) and finally to a workshop course taught by one person interacting with the students in many practical situations related to high school journalism learning. The course, as revised by this writer from August 1973 to January 1974, emphasized more student-teacher interaction, self-discipline, and individual projects valuable to one's future teaching career. During both semesters in 1973-74, students were expected to visit and to evaluate a high school journalism teacher's or publications adviser's position for one day. Each person in J-125 also composed a six-week course outline for a hypothetical class of high school juniors (complete with a description of subject matter, methods, materials, evaluation procedures, and assignments to be used).

As a result, the course in 1973-74 was on its way to being improved. During both semesters of 1974-75, Mrs. Leigh F. Gregg implemented this writer's course suggestions and added her own ideas. Additional research, J-125 surveys collected by this writer, student comments, and observations by Mrs. Gregg added insight to this study, which aims to promote further high school journalism program improvement.

Chapter 4

SURVEY RESPONSES FROM INSTRUCTORS OF JOURNALISM TEACHING-ADVISING COURSES IN THE UNITED STATES

Respondents in 104 colleges and universities who evaluated their reasons for having or not having high school journalism courses represent 38 states and the District of Columbia. California leads with 12 schools. Texas follows with 9, and Indiana and Oklahoma, with 6 each.

Fifty-four schools (51.92 per cent of the 104 responding) have departments or schools of journalism that offer one course in high school journalism and advising; twenty-three (22.11 per cent) provide two such courses, while twelve (11.53 per cent) offered no courses in the subject during 1973-74. Nine (8.65 per cent) schedule three courses each year, while one (0.96 per cent) provides four. Surprisingly, five departments (4.80 per cent) have five or more courses.

The most common number of credit hours available in high school journalism-publications advising coursework at 91 schools responding is three semester hours or five quarter hours. (All credits based on the quarter system are converted in this study to semester-hour equivalents.)

Among the 91 schools answering another question, 44 (48.35 per cent) state that they offer only three hours. Eleven institutions (12.09 per cent) have four semester hours or the equivalent, and ten schools (10.99 per cent) average six semester hours a year. (See Table 1 for a complete listing of all schools responding and their respective totals of advising class hours.) Thirteen schools did not respond.

Leading in the number of credit hours in journalism education at one school is a college in Oklahoma, which scheduled 32 hours in 1973-74. Other schools, listed by the maximum number of hours offered in their respective states, are Florida, 17 hours; Michigan, 15; Iowa, 13; Wisconsin, 12; Iowa, 11; Arkansas, 11; Minnesota, 11; and Missouri, 11. All other schools reported two to ten hours in their high school journalism advising sequences during 1973-74.

The majority of schools surveyed do not offer summer workshops. Fifty-five colleges or universities (62.50 per cent of 88 responding) do not schedule such events, while thirty-three schools (37.50 per cent) consider them worthwhile. Sixteen instructors did not comment on the subject.

Table 1

Credit Hour Totals
in High School Journalism Teaching-Advising Courses

Hours of journalism teaching-advising courses offered per school*	Number of schools	Per cent
2	4	4.39
3	44	48.35
4	11	12.09
5	6	6.59
6	10	10.99
7	2	2.20
8	2	2.20
9	2	2.20
10	1	1.10
11	4	4.39
12	1	1.10
13	1	1.10
15	1	1.10
17	1	1.10
32	1	1.10
Totals	91	100.00

*Credits registered at schools using the quarter system were converted on a two-thirds ratio to semester hour equivalents.

Among the 88 schools acknowledging at least one course in high school journalism or advising during the regular academic year, more than one half have ten to twenty students in a class. Fifty-nine (67.04 per cent) of the schools thus have a reasonable teacher-pupil ratio. Seventeen schools (19.32 per cent) list one to nine students per class; eight schools (9.09 per cent), twenty-one to thirty students; three schools (3.41 per cent), thirty-one to forty; and one school (1.14 per cent), forty-one to fifty. Sixteen schools did not specify the average class size.

Of 31 schools reporting, 18 (58.06 per cent) acknowledge that ten to twenty students compose the standard class registered for a second or additional advising class. Nine schools (29.03 per cent) have groups numbering from one to nine pupils; two (6.45 per cent), twenty-one to thirty; one (3.23 per cent), forty-one to fifty; and one (3.23 per cent), fifty-one or more. Seventy-three professors did not refer to a second high school journalism course.

With a total of 84 schools responding, the most popular book in departments or schools of journalism using only one text is Scholastic Journalism by Earl English and Clarence Hach. While six schools (7.14 per cent) prefer this book alone, forty-one schools (48.81 per cent) use a number of texts and reference books. Among these are Scholastic Journalism by English and Hach, Press Time

by Julian Adams and Kenneth Stratton, Creative Communications by Jan and Molly Wiseman, Advising Advisers by WVU alumnus Carl H. Giles, Teacher's Guide to High School Journalism by the Indiana State Department of Public Instruction in cooperation with The Newspaper Fund of The Wall Street Journal, Journalism in the Mass Media by Norman B. Moyes et al., Yearbook Editing, Layout, and Management by C. J. Medlin, and Interpretative Reporting by Curtis D. MacDougall. Twenty schools (23.81 per cent) use other texts. Seventeen schools (20.24 per cent) use no texts.

Eighty-eight representatives stated that they either now have or are planning high school journalism courses. Fifty departments (56.82 per cent) offer a journalism education sequence at present. Fourteen schools (15.90 per cent) see the need for such a program but are prohibited by the budget from financing teachers' salaries and equipment costs. Fourteen instructors (15.90 per cent) say they are not interested in a program for future journalism teachers or have not had a call for it. Five schools (5.68 per cent) plan to create a journalism education sequence within the next year, and the same number (5.68 per cent) plan a program within the next five years.

Forty-eight schools indicated the specific number of hours in their journalism education programs.

Twenty-five of these (52.09 per cent) have 21-30 hour programs; thirteen (27.08 per cent), 31 or more hours; six (12.50 per cent), 10-20 hours; and four (8.33 per cent), 1-9 hours. Two of the fifty schools with sequences did not report the specific number of hours.

Although ten journalism departments said they had planned a high school journalism sequence, only six stated their intended number of hours. Of these, two expect to schedule 21-30 hours during the academic years to follow; one, 31 or more hours; one, 10-20 hours; one, 1-9 hours; and one does not know.

Eighty-nine of the 104 schools stipulated the class rank requirements necessary for enrollees in high school journalism classes. One third (34 or 38.20 per cent) limit these courses to juniors and seniors. Other respondents are those eighteen (20.23 per cent) who open their classes to freshmen through seniors. No doubt, these eighteen instructors cannot expect all persons in the class to perform academically with the same proficiency; upperclassmen often complete additional or advanced assignments. A third group of respondents (11 or 12.36 per cent) restricts its high school journalism enrollment to juniors, seniors, and graduate students. Many of these students thus complete other journalism courses prior to taking an advising or publications course. (See Table 2 for all respondents according to the method by which schools limit enrollment.)

Table 2

Rank of Students Enrolled in Journalism Education Courses

Rank	Number of schools	Per cent
Juniors and seniors	34	38.20
Freshmen through seniors	18	23.23
Freshmen through graduates	4	4.49
Juniors, seniors, graduates	11	12.36
Seniors only	5	5.62
Graduate students only	3	3.37
Seniors and graduate students	4	4.49
Sophomores, juniors, seniors	8	8.99
Sophomores through graduates	2	2.25
Totals	89	100.00

Most schools with journalism education programs do not channel majors and non-majors into separate classes. More than one half (52 or 59.77 per cent of 87 respondents) note that all types of students enroll in one group to learn about journalism teaching-advising (e.g., journalism education majors and minors, and English and language arts education majors, as well as all other interested education majors.)

According to instructors of college journalism classes, knowledge of teaching procedures is assumed in many classes, but familiarity with journalism concepts is not. Ten schools (11.49 per cent) limit their advising courses to journalism education majors and minors, English majors, and language arts education majors. (See Table 3 for additional respondents in this category. Seventeen schools did not respond to the question.)

Table 3

Types of Students in Journalism Education Courses

Restricted/unrestricted courses	Number of schools	Per cent
Only journalism majors in a course	3	3.49
Majors and non-majors in a combined class period	74	86.05
Journalism majors in a specialized course; non-majors in an elementary course	2	2.32
Education majors in a course	1	1.16
Minors and non-minors in a combined course	3	3.49
Only journalism majors and minors in a course	3	3.49
Totals	86	100.00

Altogether, 74 of 86 schools (86.05 per cent) answering another question stated that journalism majors and non-majors are registered for the same course. Only three schools (3.49 per cent) schedule journalism majors by themselves in teaching-advising courses. Only three (3.49 per cent) restrict enrollment to journalism majors and minors; three (3.49 per cent) admit only journalism minors and non-minors to the journalism education course offered. Two schools (2.32 per cent) divide the type of training provided. While journalism majors undertake a specialized course, non-majors begin their acquaintance with journalism education in an elementary course. Only one department (1.16 per cent) aims to teach education majors of all types in the same course. Eighteen instructors did not reply to the question.

Approximately one fifth of the schools (21 of 92 with journalism education sequences) require students seeking admission to high school journalism classes to meet a certain class rank prerequisite. Twelve professors expect students to be juniors; five, seniors; and three, sophomores. Eighty-three schools listed no necessary rank, and one school wrote in "none." Therefore, 84 of 104 colleges surveyed do not seem to limit enrollment in such classes.

Similarly, most schools do not have course prerequisites for journalism advising courses. Of

seventy-eight schools responding to the question, thirty-four have none. Because twenty-six school representatives did not respond, the author assumes that as many as sixty of 92 schools do not specify prerequisites for journalism methods students. However, fourteen schools (17.95 per cent of 78) do demand courses other than newswriting and editing prior to students taking high school journalism-advising. Twelve schools (15.39 per cent) require newswriting, editing, and other courses. Still smaller groups of schools report prerequisites of newswriting only, newswriting and courses other than editing, or merely instructor approval.

Journalism education courses are required for student teachers majoring or minoring in journalism at fifty-six schools (65.12 per cent) among 86 commenting. Such courses, however, are not mandatory at 30 schools (34.88 per cent of those responding). Eighteen schools did not respond.

COURSE CONTENT ANALYSIS

West Virginia University offers a curriculum for high school journalism students that includes much of the same subject matter taught at the 91 other schools responding. Statistical results do indicate that certain subjects are taught in at least eighty per cent of the schools. Using this percentage as a minimum for statistics in a sample high school journalism advising program,

one could say that future advisers probably become familiar with the following in their training: newswriting, copyediting, proofreading, layout; yearbook layout, design, and production; financing publications (budgeting); advertising; freedom of the press, censorship, and libel; choosing a newspaper printer; creating a publications staff and assigning duties; evaluating student work (staff critiques and beat stories); publishing a newspaper (meeting deadlines and accomplishing related tasks); counting headlines for a newspaper and for a yearbook; and typography. (See Table 4 for a complete listing of subjects considered and the percentage of respondents which teach each unit.)

Individual unit frequencies indicate that students at fifty per cent or more of the schools responding learn about every unit listed in Table 4 except the news bureau, arranging a school picture plan, broadcasting (radio and/or television), current events reviewing techniques, and teaching mini-courses. The number of schools teaching each unit is reported below.

The distinguishing characteristics between English composition and journalism style are evaluated at fifty-one schools offering publications advising training or 59.30 per cent of 86 responding. The contrast, however, is not emphasized at thirty-five schools, which represent 40.70 per cent.

Table 4

Subjects Included in at Least one Journalism Education Course/School

Unit	Percentage of respondents who teach unit	Percentage of respondents who do not teach unit
English composition vs. journalistic style	59.30	40.70
Newswriting, copyediting, proofreading, layout	95.40	4.60
Yearbook layout, design, and production	88.37	11.63
Financing publications (budgeting)	88.37	11.63
Advertising	87.21	12.79
News bureau organization	43.02	56.98*
Photography (camera purchasing; taking, developing, and printing pictures)	61.63	38.37
Freedom of the press, censorship, libel	88.37	11.63
Choosing a newspaper printer	80.23	19.77
Selecting a yearbook company (contracts, special offers, etc.)	74.42	25.58
Arranging a school picture plan	45.35	54.65*
Selecting a text, visual aids, supplementary references	77.91	22.09
Organizing a subscription drive	52.33	47.67
Creating a publications staff and assigning duties	95.35	4.65
Evaluating students' work (staff critiques, beat stories)	80.23	19.77
Publishing a newspaper (meeting deadlines, accomplishing tasks)	90.70	9.30
Counting headlines for a newspaper or for a yearbook	80.23	19.77
Broadcasting (radio and/or television)	39.54	60.46

Table 4 (continued)

Unit	Percentage of respondents who teach unit	Percentage of respondents who do not teach unit
Typography	80.23	19.77
Current events reviewing techniques	27.91	72.09*
Constructing unit assignments, quizzes, and tests	59.30	40.70
Teaching mini-courses	24.42	75.58*
Visiting current journalism teachers, taking field trips	54.65	45.35
Writing a course of study for a semester or for a year	58.82	41.18
Classroom simulation of advisers' problems	56.98	43.02

*Units which most schools or departments of journalism do not offer as part of their journalism education curricula.

Newswriting, copyediting, proofreading, and layout are included in curricula for high school journalism advisers at eighty-three schools, or 95.40 per cent of 87 schools responding. Four schools, or 4.60 per cent, do not require these units.

Yearbook layout, design, and production are studied at seventy-six schools, or 88.37 per cent of 86 responding. The units are not included at ten schools, or 11.63 per cent. Eighteen schools did not answer this question or any question following in this analysis of units taught. Nineteen schools did not indicate whether students in their departments were required to write at least a six-week high school journalism course outline.

Seventy-six schools, or 88.37 per cent of 86 responding, include a unit in their high school journalism courses on financing publications, or budgeting, for future advisers. Ten schools, or 11.63 per cent, do not.

Advertising is important at seventy-five schools (87.21 per cent of 86 responding) and unimportant at eleven schools (12.79 per cent).

Because few secondary school journalism teachers are allowed to schedule, finance, and maintain an independent information service responsible for publicizing student-teacher interaction in a medium outside the school, it is not surprising that forty-nine colleges (56.98 per cent of 86 responding) do not examine news bureau organization in their journalism education training. Professors

at thirty-seven schools (43.02 per cent) do.

Photography is a much needed skill among future advisers. Therefore, it is becoming increasingly important for journalism teachers to study camera purchasing; taking, developing, and printing pictures; plus equipping a darkroom. Bulk supplies for developing and printing are usually purchased by each college department or included in a class laboratory fee paid by each journalism student. Fifty-three schools (61.63 per cent of 86 answering the questionnaire) supervise or assign someone to teach a photography unit for advisers. Thirty-three schools (38.37 per cent) do not.

Freedom of the press, censorship, and libel are units offered at seventy-six schools, representing 88.37 per cent of 86 responding. Only ten schools (11.63 per cent) do not delve into these subjects, which subjects require continual updating by the instructor.

Knowing how to evaluate the services of a fair and competent newspaper printer is considered vital to future sponsors at sixty-nine schools (80.23 per cent of 86 respondents). The topic is not examined, however, at seventeen schools (19.77 per cent).

Selecting a yearbook company (comparing contracts and special offers available) is discussed at sixty-four schools, or 74.42 per cent of the 86 replying. The topic is not considered at twenty-two schools, totalling 25.58 per cent.

The logistics of arranging an effective school picture plan is not taught at a majority of schools. While thirty-nine schools (45.35 per cent of 86 respondents) mention the subject, forty-seven (54.65 per cent) do not.

Three fourths of the 86 college instructors respond that they prepare journalism teachers to select a textbook, visual aids, and supplementary references. Sixty-seven (77.91 per cent) discuss the subject; nineteen (22.09 per cent) do not.

Organizing a subscription drive is much easier to accomplish when one has been warned of possible problems and when one has been advised how to solve them. Forty-five instructors (52.33 per cent of those 86 responding) acknowledge that future teachers profit from such counseling. Forty-one (47.67 per cent) do not bother to forewarn their students of such difficulties.

Creating a publications staff and assigning duties to properly qualified persons requires know-how and tact. Probably for this reason, eighty-two faculty members (95.35 per cent of 86 responding) include the topic in their curricula. Only four instructors (4.65 per cent) do not.

Evaluating student work by conducting staff critiques and judging student "beat" stories for all newspaper issues are musts for the beginning journalism teacher. A major group (69 instructors or 80.23 per

cent of 86) prepare future teachers to evaluate the pro's and con's of student productivity. Seventeen instructors (19.77 per cent) do not.

Obviously important to college professors who teach publications supervision is the subject called "publishing a newspaper." This unit includes learning how to meet deadlines and interlocking all the procedures necessary to print a planned set of pages. Seventy-eight schools (90.70 per cent of 86 responding) include the unit; eight schools (9.30 per cent) do not.

The complete project of producing a newspaper or yearbook depends partly upon the staff knowing headline counts and headline writing. Sixty-nine schools (80.23 per cent of 86 responding) consider this subject important for the adviser to have mastered, while seventeen schools (19.77 per cent) do not.

Because of prohibitive costs related to electronic media study, the researcher and reader probably will not be surprised to find that broadcasting is not included in future adviser training at a majority of schools. Only thirty-four instructors (39.54 per cent) among 86 respondents indicate that they devote class periods to analyzing radio and/or television programming techniques. Fifty-two faculty members (60.46 per cent) do not consider such a unit their duty.

Typography, however, is one of the units included in a majority of the college high school

journalism curricula. Sixty-nine instructors (80.23 per cent of 86 commenting) incorporate the subject into their semester or quarter schedules. Seventeen (19.77 per cent) do not.

As expected, the review of current events is not included in advising courses at most colleges. Twenty-four instructors (27.91 per cent of 86 responding) do point out the value of "keeping up with the news" through current events discussions and quizzes, but sixty-two professors (72.09 per cent) omit the topic from their course syllabi.

More than one half of the survey respondents teach their students how to, or expect their students to know how to, construct unit assignments, quizzes, and tests for future students. Fifty-one instructors (59.30 per cent among 86) require proof that future advisers can evaluate their own students' performance. On the other hand, thirty-five instructors (40.70 per cent) do not demand that students compose teaching plans, complete with quizzes and examinations.

Mini-courses have become part of the teaching format in high school journalism classes at less than one fourth of the respondents' schools. Twenty-one college instructors (24.42 per cent of 86 responding) depend on them. However, sixty-five instructors (75.58 per cent) do not.

Visits to high school journalism instructors

on-the-job and/or field trips are events familiar to forty-seven publications instructors, or 54.65 per cent of 86 contributing to this data. Thirty-nine instructors, or 45.35 per cent, however, do not use high school teacher interviews and tours to places such as commercial printing offices as supplementary learning experiences.

Having each future adviser write a proposed course of study for either a semester or a year is typical at 50 schools (58.82 per cert among 85 responding). Students at thirty-five schools (41.18 per cent) are not required to demonstrate their ability to organize ideas, budget time, and compose effective lessons.

Role-playing or simulating a journalism teacher's or publications adviser's reactions to common problems is part of courses at 49 schools, which represent 56.98 per cent of the 86 colleges responding. Such activity is not included in journalism education courses at 37 schools, or 43.02 per cent of those responding.

STATE VS. SCHOOL CERTIFICATION REQUIREMENTS

Employment policies regarding journalism teachers vary in 38 states and the District of Columbia, according to survey respondents aware of both state laws and local administrative school policies. (See Table 5.) Nearly one third of 88 persons replying to this researcher's survey (28 instructors, or 31.82 per cent) indicate that

their state educational policies dictate a certain number of journalism hours that prospective teachers must complete to be certified. Twenty-six instructors, or 29.55 per cent of the 88, however, acknowledge that, despite the requirement, principals in their states must "assign teachers the positions of publications advisers [even though these instructors have not completed the set number of college journalism courses] because the number of volunteers for these jobs is minimal and someone must be responsible for school publications."

Table 5

Hiring Practices
Affecting High School Journalism Teachers

Type of regulation	Number of schools	Per cent
State requires a certain number of hours of journalism credit for certification (hereafter known as A)	28	31.82
State does not require teachers to complete a specific number of hours for employment as journalism teachers (hereafter known as B)	7	7.96
State requires a certain number of hours for certification, but principals in that state must assign teachers the positions of publications advisers (even though these instructors have not completed college journalism courses) because the number of volunteers and qualified persons for these jobs is minimal and someone must be responsible for school publications (hereafter known as C)	26	29.55
B and C	11	12.50
A, B, and C	3	3.40
C only	3	3.40
D only	9	10.23
A and B	1	1.14
Totals	88	100.00

Eleven respondents, or 12.50 per cent of 88 respondents, signify that state laws do not require teachers to complete an established number of college journalism hours to be eligible for the title of "publications adviser." Nine schools, or 10.23 per cent, point out that their state boards of education do not recognize journalism certification. In addition, future teachers who might enjoy sponsoring publications in these particular states must seek certification in other majors (e.g., English, language arts, history, business).

Officials at seven schools, which represent 7.96 per cent of the 88 respondents, comment only that their state laws do not require teachers to complete a set number of journalism hours to become journalism teachers or publications advisers.

Three schools, or 3.40 per cent of 88 respondents, indicate only that state principals may assign unqualified persons to publications jobs because of a shortage of qualified journalism majors or minors.

Four respondents to this question, totaling 4.54 per cent, had answers which are discounted because of their being two-part and contradictory.

Sixteen persons did not indicate a possible variation between state certification standards and college certification policies within the same states.

Where comparable statistics exist, journalism

schools generally require more course hours than state certification laws do. Forty-two, or 55.25 per cent of 76 persons who stipulated both the state and school credit requirements, say that school minimums for journalism majors exceed state minimums. Sixteen colleges (21.05 per cent) indicate that their journalism schools or departments demand journalism credit totals equal to state requirements. On the other hand, eighteen schools (23.70 per cent) note that their professor-advisers do not require journalism education majors to complete the number of hours required for state certification. Sixteen schools did not respond to this question.

Table 6 summarizes the hours required for state journalism certification and for journalism majors at colleges in the same states.

Students attending schools that comply with a statewide number of hours for journalism certification or that demand even more hours than their respective states require must complete as few as three or as many as forty hours of journalism. Table 7 records such data.

Five schools, or 8.07 per cent of 62, reported no hours of journalism were offered at their institutions, so these figures are discounted in calculating an average certification requirement. These five and forty-two schools which did not list journalism certification requirements at all total forty-seven schools which seem to lack certification standards in journalism.

Table 6

A Comparison of Hours Required for State Journalism Certification and Hours Required for a Journalism Major at 76 Schools

State hour requirement for certification	Journalism major hour credit total	Number of schools	Per cent
Blank	00	1	1.32
Blank	24	2	2.62
Blank	30	2	2.62
Blank	31	1	1.32
Blank	32	1	1.32
Blank	33	2	2.62
Blank	34	1	1.32
Blank	36	2	2.62
Blank	40	1	1.32
Blank	66	1	1.32
00	Blank	2	2.62
00	00	1	1.32
00	30	1	1.32
00	32	1	1.32
03	Blank	1	1.32
04	30	1	1.32
05	36	1	1.32
06	Blank	2	2.62
06	14	1	1.32
06	24	3	3.94
06	30	2	2.62
06	31	1	1.32
08	32	1	1.32
10	26	1	1.32
12	Blank	2	2.62
12	28	1	1.32
12	30	3	3.94
12	45	1	1.32
15	Blank	1	1.32
15	17	1	1.32
15	24	1	1.32
15	30	2	2.62
18	24	1	1.32
18	30	4	5.26
18	32	1	1.32
20	Blank	2	2.62
20	30	2	2.62
20	36	1	1.32

Table 6 (continued)

State hour requirement for certification	Journalism major hour credit total	Number of schools	Per cent
21	Blank	1	1.32
21	00	1	1.32
21	30	1	1.32
22	34	1	1.32
22	36	1	1.32
24	Blank	1	1.32
24	28	1	1.32
24	29	1	1.32
24	30	4	5.26
24	38	1	1.32
28	34	1	1.32
30	Blank	3	3.94
32	Blank	1	1.32
36	60	1	1.32
40	32	1	1.32
	Totals	76	100.00

Table 7

State Certification Requirements

Number of hours required for state journalism teacher certification	Number of schools	Per cent
0	5	8.07
3	1	1.61
4	1	1.61
5	1	1.61
6	9	14.52
8	1	1.61
10	1	1.61
12	7	11.29
15	5	8.07
18	6	9.68
20	5	8.07
21	3	4.84
22	2	3.23
24	8	12.90
28	1	1.61
30	3	4.84
32	1	1.61
36	1	1.61
40	1	1.61
Totals	62	100.00

One school each (1.61 per cent of 62) stipulate three-, four-, and five-hour totals. Nine schools (14.52 per cent) require six hours of journalism. One school each (1.61 per cent) report eight- and ten-hour minimums. Seven schools (11.29 per cent) expect students to earn at least 12 hours of credit. Five schools (8.07 per cent) require 15 hours.

Other respondents have varying school requirements as follows: six schools, or 9.68 per cent, eighteen hours; five schools, or 8.07 per cent, twenty hours; three schools, or 4.84 per cent, twenty-one hours; two schools, or 3.23 per cent, twenty-two hours; eight schools, or 12.90 per cent, twenty-four hours; one school, or 1.61 per cent, twenty-eight hours; three schools, or 4.84 per cent, thirty hours; one school, or 1.61 per cent, thirty-two hours; one school, or 1.61 per cent, thirty-six hours; and one school, or 1.61 per cent, forty hours.

Twenty-two schools (38.61 per cent of 57 supplying data for Table 8) require majors to complete thirty hours of journalism, a proportionately higher number than the six to twenty-four hours required for certification in most states. At schools listing the number of hours for journalism majors, future publications advisers are required to complete as few as fourteen or as many as sixty-six hours of journalism. Table 8 includes all responses in this category.

Table 8

Requirements for Journalism Majors

Number of hours required	Number of schools	Per cent
14	1	1.75
17	1	1.75
24	7	12.29
26	1	1.75
28	2	3.51
29	1	1.75
30	22	38.61
31	2	3.51
32	5	8.78
33	2	3.51
34	3	5.26
36	5	8.78
38	1	1.75
40	1	1.75
45	1	1.75
60	1	1.75
66	1	1.75
Totals	57	100.00

Not all schools offering programs for journalism majors provide journalism minor opportunities. Forty-six schools, however, do sponsor minor programs ranging from twelve to thirty-six hours. Most popular is the eighteen-hour minor, which is available at eleven schools, representing 23.91 per cent of the 46 respondents. The second most popular programs are the twenty-four and twenty-one hour plans, offered at six schools, or 13.03 per cent each, among the 46 respondents. The third most frequent program provides twelve hours at five schools (10.86 per cent). Other required hour totals for minors are tallied in Table 9.

Table 9

Requirements for Journalism Minors

Number of hours required	Number of schools	Per cent
12	5	10.86
13	3	6.52
14	1	2.18
15	3	6.52
16	1	2.18
18	11	23.91
20	4	8.70
21	6	13.03
22	1	2.18
24	6	13.03
27	1	2.18
28	1	2.18
32	1	2.18
36	2	4.35
Totals	46	100.00

PROFESSOR EVALUATION OF STUDENT ABILITIES

Respondents classified their journalism education students into four main groups by answering the open-end question, "Briefly express your opinion about the caliber of students that enroll in journalism education courses and the type of course workload which they are expected to perform." Thirty-one high school journalism or advising instructors (43.06 per cent of 72 responding) said that their students were "generally good" or "average" students. Twenty-seven persons (37.50 per cent) categorized their students as "superior," "very good," or "above average." Seven (9.72 per cent) labeled their students "weak," "poor," "fair," or "below average." Another seven (9.72 per cent) considered their journalism teacher candidates members of a "poor to superior" assortment.

Excerpts from professor comments perhaps best describe the caliber of students in journalism education classes. Opinions range from highly complimentary to disappointed evaluations. More provocative ones follow; within some remarks are notations about the courses taught at certain schools.

> We get good journalism students mainly because of the strong high school journalism program in the state. We expect our teachers to be working professionals or teachers when they graduate. (Central State University Journalism Department, Edmond, Oklahoma)

Most of them are graduates who are in public education. Their caliber is high. A combination of the professional and theoretical (mass media in society) approaches [is used]. (Anonymous)

Not always school's best. (Southern Illinois University at Carbondale School of Journalism, Carbondale, Illinois)

A handful of sincerely good students enroll each semester along with a majority of fair to average students. Unfortunately, two or three lazy people enroll too. (Anonymous)

Mediocre to good. (Kent State University School of Journalism, Kent, Ohio)

We have a mass communications department which includes journalism, radio, TV, and film, but Kentucky only certifies teachers in journalism. Therefore journalism students and others are all in the class, and journalism students are generally better prepared. The class is basically a methods and materials orientation. (Western Kentucky University Mass Communications Department, Bowling Green, Kentucky)

We have had many high school publications sponsors who have little real journalism background. They know how to get the publication out but lack fundamental knowledge of good journalistic methods and principles. (Arkansas State University College of Communications, State University, Arkansas)

Most [of the students] are above average; workload involves all aspects of teaching journalism at the high school level and work in each. [Methods of Teaching Journalism is required before permission to student teach is granted or before certification is granted by the School of Journalism.] (University of Oregon School of Journalism, Eugene, Oregon)

Good to excellent quality [students enroll]. (Of 42 grads among 1,100 this spring, journalism provided 1.) We think our teacher education program requires much: 50 quarter hours, plus a minor, including introduction to journalism fields, analysis of current journalism problems, how-to-do-it courses --all covering study, writing reports and research papers, problem-solving in teaching and libel, and library experience. (University of Northern Colorado Department of Speech Communication and Journalism, Greeley, Colorado)

Our journalism education students probably rank in the upper one third of our journalism majors--a high caliber student. (Iowa State University Department of Journalism and Mass Communication, Ames, Iowa)

Education majors taking the journalism concentration take almost the same curriculum that School of Journalism majors take. Generally, they aren't as capable (as journalists), and often the best ones forego teaching to become practicing journalists. (University of Kansas William Allen White School of Journalism, Lawrence, Kansas)

Generally J majors and minors [constitute the class]. They do everything from a unit to layout, setting up beats, selecting staff, making tests, and grading. (Kearney State College Program of Journalism, Kearney, Nebraska)

Caliber varies a lot. Most are good; some are brilliant. I think the workload is too easy; they say it is about right. We read a lot at first and then discuss ideas and problems. (Anonymous)

The caliber is high since most of the students are highly motivated teachers who are retraining. (Moorhead State College Department of Mass Communications, Moorhead, Minnesota)

As in most fields, we get some students that are not capable of doing the high type work we demand of our future journalism teachers. Those students usually drop out of the program before their senior year. (Northwest Missouri State University English-Journalism Department, Maryville, Missouri)

It's a mixed crowd. A few are gyng go [sic], many are believers, and a sizable portion are there because they have been assigned an advisership by a superior and must learn something about putting a paper together. We get teachers with bachelor degrees in our graduate course. (St. Bonaventure University Department of Journalism, St. Bonaventure, New York)

These seem to me to be better students in the College of Education, quite strongly motivated. We emphasize problem-solving experiences in addition to some research. (University of Minnesota School of Journalism and Mass Communication, Minneapolis, Minnesota)

I'm delighted that someone is pursuing this area. I am Journalism Department chairman in our College, and I teach the single JM [Journalism Methods] Education course because I have background in this area and I like it. The course is generally intended for English or Language Arts Education majors who must have 9 quarter hours of JM for certification. That means we really load it on them in the course, and most come out of it fairly competent in news writing, editing, photojournalism. They write three course outlines, complete with behavioral objectives and activities. Some journalism majors also take the course and, when activities become too repetitious for them, I let them help teach the class, work one-on-one with other students and work on two-week internships at our biggest high school. The only avenue we have had for JM majors to be certified to teach is to take the news-editorial degree, 36 hours minimum; 30-hour English minor; and 40 hours of Education, including a full internship. This has been a tough program with conflicts with blocks and practicums both in JM and Education . . . The JM-Ed specialization . . . totals 111 hours, slightly more than the 96 upper-division hours required to graduate. A general weakness in the new program is the lack of upper-division general education courses such as in the behavioral sciences.

[Students] perform well even with a heavy amount of class assignments and material to cover. Not many A's [are] earned, but [it's] fairly heavy on B's with [a] few C's and seldom anything lower. It is a small class, and anyone dragging his feet is quickly discovered. (University of Florida College of Journalism and Communications, Gainesville, Florida)

Usually these classes contain some of the best students. (Henderson State College Journalism Department, Arkadelphia, Arkansas)

I have worked in the past toward making such a course required for English/teacher majors. [I have received] sympathy and interest, but no progress. Personally, I feel no English teacher should lack such a course for understanding (even if [he] never [becomes] an adviser).

[I] have tried it many ways. Probably my favorite is to have students purchase about three standards--the new Springboard to Journalism (CSPA), The Student Journalist: A Handbook for Staff and Adviser by Arnold and Krieghbaum (not new but a favorite), and perhaps Arnold's The Student Journalist and the Yearbook (Richards Rosen Press). I keep much reference material on hand, including CSPA, NSPA, and NSYA guidebooks. [I] have 30-50 files of current year student newspapers and yearbooks (recently judged by me for CSPA and NSPA-ACP, including magazines). [I] also [have] current year files of Photolith, The CSPAA Bulletin, [plus] CSPA and NSPA publications, all for current articles. There is no textbook adequate for such a course, in my opinion, so I cover the field. . . . Books on this subject are out-of-date almost as printed . . . I find [Bill] Ward's book, Newspapering,(NSPA) priceless, and, since published, it is a required text . . . . (University of Colorado School of Journalism, Estes Park, Colorado)

One drawback of this type of course at a small university is that, in many cases, journalism students who know they'll not teach take the course simply for journalism credit. I keep telling them their future editors may help the local high school program by volunteering their advisory services!

[The] caliber ranges from disinterested (needing journalism hours) to teachers, both currently and about-to-be, who realize they actually will use the info. I require on an individual basis, depending on the situation. (Anonymous)

When they do individual study with me, we basically explore all approved texts, magazine articles, [and] problems faced by advisers and teachers of journalism . . . . (East Texas State University Journalism and Graphic Arts Department, Commerce, Texas)

I deal with two types of students: the journalism majors following the sequence plan for certification and the English majors who take only one journalism course. They are all above average, in my opinion, with a certain percentage of exceptions. (Texas Tech Department of Mass Communications, Lubbock, Texas)

Majors and non-majors [are] in a combined class, "but this is a 'bad academic situation.'" (East Carolina University Journalism Division of the Department of English, Greenville, North Carolina)

I have had only graduate students and these were excellent. (Georgia State University Department of Journalism, Atlanta, Georgia)

We have had few of our own majors going into secondary education because of the rigid state requirements. For the most part, the English majors take it because they have to for certification and come in with almost no prior knowledge of the subject matter one is trying to teach them to teach! However, there have been some recent exceptions. We are also finding that a number of these students have gone into high school publications work, are enjoying it, and are doing well.

The thing that is obviously wrong with Indiana is the stiff requirement for J-majors and the less requiring standards for English majors. However, the whole secondary program is under study and that may change.

I would like to see non-journalism majors take a very basically designed course in writing and editing and then go into the methods course. I am assuming here that your questions refer to a specific program in J-education. This could also be accomplished by taking basic courses in journalism and education courses. [An inconsistent requirement exists on this campus because] 40 hours of journalism course credit are required for certification of future journalism teachers (including social and behavioral science classes); however, an English major needs only a three-hour methods course for certification! (St. Mary-of-the-Woods College Communications Department, St. Mary-of-the-Woods, Indiana)

Good to outstanding [students take J-Ed course]. (Eastern Kentucky University Communications Department, Richmond, Kentucky)

Caliber [is] good. Workload [is] heavier than in many other courses. (Southwest Missouri State University English Department, Springfield, Missouri)

[It] varies--some English teachers who want certification, some bona fide journalists. (University of Mississippi Department of Journalism, University, Mississippi)

Our school publications course is offered only about once every three to four years and attracts few students then. We have tried to interest high school publication advisers in taking the course with little success. (Northeast Louisiana University Department of English, Monroe, Louisiana)

Journalism courses for journalism education majors are available to sophomores, juniors, and seniors; the methods course, to seniors. As our methods course is senior level and our standards are fairly high, students range from average to excellent. (Arizona State University Department of Mass Communications, Tempe, Arizona)

To be certified to teach journalism in Nevada, a teacher must complete a minor in [the] news-editorial sequence. [The caliber is the] same as our regular journalism majors. (University of Nevada Department of Journalism, University Station, Reno, Nevada)

The students enrolled in the journalism education courses usually have had publications experience or high school journalism. They are above average in intelligence and skill. This year freshmen rank in [the] upper 25 per cent of [the] graduating classes. They will study the same program as the students pursuing the professional program. The difference is 'School Publications.' (Anonymous)

[The] quality [of journalism education students here] is fair; the workload, moderate. (University of New Mexico Department of Journalism, Albuquerque, New Mexico)

[I teach] quite a few English majors who got 'stuck' with publications in their new jobs. (Anonymous)

In a three-hour course I can't cover everything I'd like to, but so many education hours are required by the state, as well as those for a major and minor field, that the students couldn't spare more time.

Every class varies with the experience of the students involved. I don't have time to go over things they already know. (Southern Methodist University Division of Journalism, Dallas, Texas)

Generally good quality students with some journalism experience [enroll in journalism education courses].

Under the new Ryan Act, as of 1973-74, journalism is part of English for credentialing. (California State University at San Jose Department of Journalism and Advertising, San Jose, California)

High caliber [students take journalism education]. We go 'in depth' into the subjects listed on your survey. (Anonymous)

[We have] 'B'-type students who want to teach instead of [having] pro careers. (California State University at Northridge Department of Journalism, Northridge, California)

High caliber of students [enroll in the class]. The majority are either journalism majors or English majors. (Anonymous)

Above average [students enroll in the high school journalism class]. [They] do review reading, analyze high school publications, and give actual classroom techniques. (Northeastern State College Journalism Department, Tahlequah, Oklahoma)

High caliber [students enroll, and they have] an average workload. (Anonymous)

Excellent students [take high school journalism]. (University of Southern California School of Journalism, Los Angeles, California)

High caliber [students assume an] average workload. (Anonymous)

High caliber students [accept the] heavy workload required. (South Dakota State University Department of Journalism and Mass Communication, Brookings, South Dakota)

Most of the students are to-be secondary level teachers in language arts, history and government, or business fields. Many of them have been 'taught' what little they know of journalism by teachers who did not have the training, so the current students are seeking to be qualified for their jobs. (Anonymous)

Education majors with journalism minors are required to take a minimum of 30 hours in journalism and are encouraged to take additional hours in journalism electives.

Required courses for the journalism minor are: 'Introduction to Mass Communication,' 'The Art of Communication' (three weeks each in broadcast news, feature writing and news writing), 'Editing,' 'Journalism Lab' (reporting for school newspaper), and 'Photojournalism.' These required courses total 16 of the 30 required hours. The remaining 14 hours are selected by the minor from among the journalism school offerings.

The three-hour course 'Journalism Education for the Secondary Schools' does not count toward the 30 required hours.

The state also has a certification for 'communications' teachers, which requires teachers to take 60 semester or 90 credit hours in communications. Such certification qualifies a person to teach English, journalism, speech, and reading.

Unfortunately, students do not have adequate background in journalism prior to taking this course. Fundamentals must be covered. This is a situation we are striving to rectify. Prerequisites must be added. Most of my students are of high scholastic standing, and enthusiasm tends to increase during the course. Since many education courses have the reputation of being 'Mickey Mouse,' I have endeavored to make this an academically sound venture. The students complete four major projects, read extensively, do daily assignments to improve writing/reporting skills, and take a final exam. It's a high-powered course with heavy assignments because it is a nearly impossible job to cram everything needed into a 10-week (three-credit) course. It moves fast--too fast--and much is covered. Hopefully, they are prepared to handle J-courses, yearbook, and newspaper when they leave! And I believe trained J-teachers who love what they are doing are our best recruiters at the high school level. Enthusiasm <u>is</u> contagious! (Anonymous)

We do not have a good program at Tulsa University. [There is] very little demand. (Tulsa University Department of Communications, Tulsa, Oklahoma)

Quality students [take] graduate courses only in journalism education. (University of Notre Dame Communications Division of American Studies, Notre Dame, Indiana)

Most of the future journalism teachers who enroll in our J-380 course seem to have a genuine interest in the field. To a degree, however, we find that the education students are not always as strong in the regular courses as are the journalism majors. (Perhaps that is to be expected since their backgrounds and professional goals are different. Graduate students [high school teachers usually] who take J-380 or other journalism courses are usually strong, motivated students.

. . . We require 15 hours of journalism for English education majors who wish to get certification in journalism (grades 10-12) or 10 hours (grades 8-9). The latter is rarely used.

I advise English education students to take 'News,' our basic newswriting course, and perhaps other journalism courses before they take J-380. . . . In addition to J-380, which relates specifically to the high school journalism course (including publications advising), I advise the education students to take basic courses--news writing, editing, mass media and society--and then, depending on the type school in which they will teach, such courses as advertising principles, photography, etc. (University of Missouri School of Journalism, Columbia, Missouri)

Indiana requires 36 hours credit for journalism certification. Ball State requires 60 for a major (first field) and 36 for a minor (second field).

Journalism 471 is the methods course for the teaching major in journalism . . . Students earning a teaching major in journalism are advised to earn a teaching minor in English, or, if possible, a teaching major in English. Teaching majors or minors in the social sciences or business are also particularly recommended.

Journalism Teaching majors or minors are urged to enroll in a special section of EDSEC 360 offered each second summer session in conjunction with the high school journalism workshops to gain 'participation' experiences directly related to journalism. Students thus enrolled are also able to take additional courses during the second summer term. (Ball State University Journalism Department, Muncie, Indiana)

Maryland and the District of Columbia do not require teachers to complete a specified number of hours for employment as journalism teachers, though principals must often assign teachers when not enough teachers-advisers are available. (Catholic University of America, Washington, D.C.)

The total requirements of the Teacher Education Program (General Education, Professional Education, and Major) must be met by all students seeking initial certification and recommendation from the College of Education at Kansas State University.

. . . We do not have a program set up for high school journalism teachers. The 12-hour requirement for certification was a recent change from a 6-hour requirement.

Students [in our high school journalism class] are the same caliber as our journalism majors.

Certification in journalism requires twelve semester hours in such courses as the following: basic journalism, photography, survey of mass communication, reporting, and school publications. [Students] may take up to nine hours of journalism for an English teaching field, which requires competency in composition, literature, and language. (Kansas State University Journalism and Mass Communications Department, Manhattan, Kansas)

We do have a problem in that we are weak in the yearbook area as we do not have a faculty member who has the necessary expertise in this area. The problem is resolved to some extent by having graduate students who have taught in high schools and have been yearbook advisers to present lectures, lead discussions, etc., in the segment of the 'Supervision of High School Publications' devoted to yearbooks. The items pertaining to classroom functions, such as course outlines, selecting a text, etc., are covered in the 'Teaching Methods' course offered by the College of Education. Journalism majors in the methods course are assigned to journalism faculty members who supervise the students in preparation of a course outline, text selection, preparation of assignments and tests, grading, and critiquing students' papers, etc.

The state of _____ considers English nearly enough like journalism to be accepted for much of the journalism certificate. A person with an English certificate can include journalism certification by completing six semester hours of journalism. A person without a certificate in English must complete 20 semester hours of journalism. The journalism majors who seek journalism certification must complete 24 hours . . . English majors must complete 6 hours and three of those are 'Supervision of High School Publications,' which becomes for most of the non-journalism students ar introduction to reporting, editing, layout, etc. They select one other 3-hour course. (Anonymous)

It's not likely we would accept these (journalism education majors, journalism education minors, language arts majors in education, and all other education majors) in high school journalism classes, for a strong background in journalism would be required to put together the journalism teaching units, etc., students have to deal with in their assignments.

. . . [It] actually works out as having only majors and minors in the class.

[We have] no formal prerequisite [for high school journalism]. But I say that students will need to know photography, news writing, advertising, editorial writing, etc., in order to prepare assignments. If some feel inadequate, they leave or bone up.

Journalism education classes are required for a student teacher with a journalism major or minor.

. . . . . .

I believe the caliber of students in journalism education has declined over the past three or four years. It is a feeling I have, but I have no documentation to prove it. The better journalism students seem to stay away from this sequence since jobs have become scarce and go into news-editorial, broadcasting, advertising, PR, etc. Some of our poorest writers seem to end up in journalism education. (Northern Illinois University Journalism Department, De Kalb, Illinois)

Generally good students [enroll in journalism education] but not enough of them to make the sequence worthwhile.

News writing, reporting, typography, photography, and editing prerequisites plus journalism education classes are required for a student teacher with a journalism major or minor. (Anonymous)

[Our students are] very capable and have a keen interest. The teacher surplus around the nation may reduce the number of potential journalism educators in the future. (Central Michigan University Journalism Department, Mt. Pleasant, Michigan)

Due to a combination of factors, the course (J-410, 'Teaching Journalism and Supervising School Publications,' 3 hours) is not being offered this year. One factor is a new state law removing journalism from the list of authorized teaching majors. We are working out an arrangement with the English Department for a joint English-Journalism major of some sort to overcome this problem. (California State University at Long Beach, Long Beach, California)

. . . what kind of journalism indoctrination is being given to prospective high school teachers? My own feeling is that three separate but somewhat interrelated areas are involved: 'traditional journalism' content, 'mass media' content, and 'communication' or 'mass communications' content.

. . . . . .

I have an idea (although I really don't know--and I hope you will be able to tell us) that many, if not most, high school journalism courses are taught along the traditional lines. I do know that a few high schools in our six-county Greater Tampa Bay area are experimenting with senior courses in 'Mass Media' or 'Communication'--courses which either replace the traditional 'Senior English' or the traditional 'journalism' course. Nearly all the journalism textbooks, however, are traditional in approach (Spears, Hach and English, Hartman, Arnold-Krieghbaum, Adams-Stratton, etc.) and have the newspaper journalism approach, often with a chapter nod to the yearbook and magazine. The only one I know of which departs from the tradition is Jan and Molly Wiseman's Creative Communications: Teaching Mass Media. [Since this response was submitted, Billy I. Ross and Ralph L. Sellmeyer have written School Publications: A Guidebook, which attempts to prepare future teachers for handling the business and financial aspects of newspapers, yearbooks, and literary magazines in high schools. It is, therefore, also atypical of the traditional approach].

. . . . . .

The College of Education [at University of South Florida] runs joint programs in nearly all areas: English Education, Mass Communications, Education, and so on, . . . Mass Communication in Florida is really a minor field; most Education students get jobs as English teachers. Accordingly, there is a joint program here in Mass Communications-English-Education as distinct from English-Education.

The State Department of Education requires, for Rank III beginning teachers with the BA, six semester hours (nine quarter hours) in journalism as a minimum for certification plus required hours in both Liberal Arts English and Education. The University of South Florida requires 21 or 22 quarter hours in Mass Communications Courses (depending on whether one 3-hour or a 4-hour course is elected) for J-Ed students.

. . . It averages out: a few [Com. 530 ('Journalism Studies') students at USF] seem to be intensely interested and highly motivated (They go through much of the suggested reading list and ask intelligent questions); some are interested; and probably one or two are going through the motions and will emerge

> with C grades. But this is a summer session: the kids have gone through three quarters of intensive study and classes, often with heavy course loads, and they're tired. And it's hot outside. Further, this COM 530 course represents only a third or a fourth of their course load and presumably of their interest. I try to keep things in perspective. . . . the caliber of the various groups in this course ranged from some who did superior work--creative, imaginative projects, really serious thought in creating exercises and 'tests' from the text and from their extensive supplementary readings --to the average students--down to an occasional goof-off who deserved his/her D or F--or who was advised to drop the course and try again later. (University of South Florida Department of Mass Communications, Tampa, Florida)

> [Students in journalism education] tend to be somewhat on the weaker side. (Texas A & M University College of Liberal Arts, College Station, Texas)

Comments are provided here from schools which never have had or no longer offer journalism education courses, but data from such institutions about former courses has been discounted in calculating nationwide percentages.

> We 'track' with journalism minors or majors (almost exclusively) who qualify for certification through the JBAC route ('Newswriting,' 'Graphics and Visual Communication,' 'News Editing,' plus two of several mass communication, law, or history courses . . . to be chosen by each student).
>
> Journalism education classes are required for a student teacher with a journalism major or minor.
>
> Teaching mini-courses is 'coming!'
>
> The 'grandfathering tactic' [principals hiring unqualified persons when they cannot find qualified advisers] is used in Wisconsin.
>
> [We have] top-notch students almost exclusively [in journalism education] with a penchant for public service careers. (University of Wisconsin at Madison Department of Journalism and Mass Communication, Madison, Wisconsin)

Only three students signed up for 'High School Journalism Teaching Methods' the last time we offered the course, which was four years ago. The state will no longer finance courses with enrollments that low. I occasionally supervise a student teacher in journalism, but he must take his methods courses in other disciplines.

I'm not sure just why the interest has declined so much. California State University at Fresno is a major university of about 14,000, and we have more than 200 majors in our journalism department. Teaching jobs are scarce, of course, and I think a lot of students have become discouraged . . . We have another problem . . . The California state legislature has passed a new certification bill that completely ignores journalism. 'The Ryan Act' . . . will go into effect in another year or so . . . it appears that a journalism major will also have to major in one of the sacred solids, such as English, to get state certification. I doubt that too many journalism majors will want to tackle a double major, nor do I think many of them will want to change from journalism to some other major. Needless to say, this bill will set journalism education way back in our state. Unless we can get some kind of special consideration for journalism, I think it is safe to predict that the quality of journalism education in California's high schools will continue to deteriorate. We are working hard to amend the provisions of 'The Ryan Act,' but I am not optimistic.

. . . We have dropped our high school program.

The state had required 20 hours of journalism course credit for certification, yet principals had employed unqualified persons.

Our school had required 36 hours of journalism credit for a certified major; 24 hours for a certified minor. (California State University at Fresno Department of Journalism, Fresno, California)

[We have] the normal range [of students] from barely competent to excellent students. (Portland State University Department of Journalism, Portland, Oregon)

[We do] not have and do not plan to sponsor a program in journalism education.

[We do] offer J-544 ('High School Journalism') when demand indicates. [It is] not for journalism majors but designed for high school teachers who have been appointed as advisers of high school publications, so that they may learn something about their jobs. (University of South Carolina Division of Journalism Education Services, Columbia, South Carolina)

We still offer these courses on paper but only on demand, usually on a tutorial basis for journalism majors who may want a teaching certificate as a backup. At one time, about a dozen years ago, these courses were a backbone of our summer session program. Because of a declining demand, we no longer list them as summer courses. (The few responses that accompanied this quotation from Creighton University Department of Journalism, Omaha, Nebraska were omitted from survey totals because the course has been eliminated.)

Although a journalism major occasionally goes into teaching, most do not; and we have no journalism education program. One course is listed, 'Supervision of School Publications,' but it is taught only by special arrangement, which is seldom. (Lincoln University Department of Journalism, Jefferson City, Missouri)

The Journalism Department at San Francisco State University does not offer any courses in journalism education. Those of our students who seek to teach journalism in high school either major or minor in journalism. Those who major in journalism later take special courses in education to prepare them for a teacher's certificate. (San Francisco State University Journalism Department, San Francisco, California)

. . . We have no program of teacher education in journalism. Our curriculum is concerned with education for the profession.

It may be that within the next year we will institute a program for teacher education, but we have none now. (Southern Illinois University at Edwardsville Department of Mass Communications, Edwardsville, Illinois)

We do not offer specific courses in journalism education; journalism is not a certifiable major for teaching in North Dakota. Students interested in teaching journalism take standard journalism courses. We may, on occasion, offer a special short course for journalism teachers. (University of North Dakota Department of Journalism, Grand Forks, North Dakota)

The caliber is exceptionally good. The workload is not cumbersome. (University of Wisconsin at Whitewater Department of Journalism, Whitewater, Wisconsin)

> We have no specific courses designed exclusively for teaching teachers. J-Ed majors (within J majors) simply take a J-major plus education requirements to certify . . . We did have two graduate level J-Ed (i.e., for high school teachers) courses, but they haven't been offered in three years. (Bradley University Department of Journalism, Peoria, Illinois)

> We have no courses in journalism education. Students may complete either a major or a minor in journalism as a part of Department of Education requirements, but these are the same as professional students take. (Anonymous)

> Tennessee does not have journalism certification. (University of Tennessee School of Journalism, Knoxville, Tennessee)

PROFESSOR EVALUATION OF COLLEGE HIGH SCHOOL JOURNALISM INSTRUCTOR ABILITIES AND PAST EXPERIENCE

A variety of reasons led 79 instructors (92.94 per cent of 85 responding) to state that they feel qualified to teach college high school journalism classes. Among these reasons are past teaching experience, directing university summer journalism workshops, and newspaper reporting or other media experience. Only six professors (7.06 per cent) responding in 1973-74 doubted their professional ability to fulfill such journalism teaching assignments. Nineteen of the 104 instructors surveyed did not respond to this question.

This researcher finds it paradoxical that 79 (92.94 per cent of 85 respondents) feel qualified to teach future high school journalism advisers, yet almost one half of them admit they had not worked with

actual high school journalism students before taking their college jobs. (See Tables 10 and 11.)

Of 87 instructors discussing high school journalism teaching, 59 remarked how previous secondary school experience had or had not affected their ability to teach future advisers. Thirty-six (61.02 per cent of the 59) agreed that high school publications assignments had prepared them for handling their respective college positions more effectively. On the other hand, 23 persons (38.98 per cent of the 59) said that their current positions were not positively or negatively influenced by high school teaching experience or lack thereof.

Data from related teacher-oriented questions further define the type of journalism education personnel responding to this researcher's survey. Table 10 provides still another comment on the relationship between professors' qualifications and the corresponding number of years which each has taught journalism on the secondary, rather than on the college, level. Surprisingly, the largest percentage, 30 persons, or 28.85 per cent, answered "yes [they feel qualified to teach high school journalism in college]" but indicated that they have not taught high school journalism in high school.

Table 10

College Instructor Self-Analysis of Competence To Teach J-Ed and Corresponding Years of Secondary School Service

Attitude of professors: "Yes" (feel qualified) or "No" (do not feel qualified)	Number of professors who share the same feeling	Number of years which the same teachers have served as high school journalism instructors	Per cent
Blank	14	Blank	13.46
Blank	3	0 years	2.88
Blank	1	1-5 years	0.96
Blank	1	16 or more years	0.96
Yes	3	Blank	2.88
Yes	30	0 years	28.85
Yes	24	1-5 years	23.08
Yes	13	6-10 years	12.50
Yes	5	11-15 years	4.81
Yes	4	16 or more years	3.85
No	6	0 years	5.77
Total	104		100.00

Table 11

Years of Secondary School Service
Among College J-Ed Instructors

Years taught in high school journalism	Number of professors who so responded	Per cent
0 years	39	44.83
1-5 years	25	28.73
6-10 years	13	14.94
11-15 years	5	5.75
16 or more years	5	5.75
Totals	87	100.00

The next largest group, 24 instructors, or 23.08 per cent, considered themselves capable of teaching high school journalism in college because they previously had taught one to five years of high school journalism to students in the seventh through twelfth grades.

The third largest percentage group, 14 persons, or 13.46 per cent, represents the nonrespondents, who did not care to state whether they felt qualified to teach high school journalism in college. This failure to reply may or may not mean that more than one tenth of the United States professors who are educating future journalism advisers lack faith in their ability to train students because they lack the necessary academic study which could have allowed them to explain remedies to future advisers' problems.

The fourth largest group (13 instructors, or 12.50 per cent) revealed that they felt qualified and have taught high school journalism in high school for six to ten years. Five persons (4.81 per cent) teaching college journalism education candidates have taught eleven to fifteen years of high school journalism. Four persons (3.85 per cent) have taught sixteen or more years of high school journalism on the secondary level.

Six among 104 (5.77 per cent of those reportedly assigned the subject during 1973-74) admitted that they were unqualified because they had never taught high school

journalism in high school. Eight persons (7.68 per cent) did not comment on the effect that past high school teaching had had on their current jobs.

A cross reference between "How many years have you taught high school journalism?" and "Does this affect the answer to the question 'Do you feel qualified to teach this class?'" shows that many college instructors did not report their lack of high school teaching experience or the benefits of such previous experience. (See Table 12.)

Eighteen instructors (17.31 per cent) note that they had not taught high school journalism before they began instructing college students in the subject but were not hindered by this inexperience. The second largest group (16 teachers or 15.38 per cent of 104) failed to indicate whether they had taught high school journalism and whether their individual experience had affected their current qualifications. Thirteen instructors (12.50 per cent) said that they had not taught high school journalism but did not comment on whether this inexperience had influenced their qualifications to teach high school journalism. Another significant group discovered by cross-reference includes the twelve teachers (11.54 per cent of 104) who have taught one to five years and considered past high school teaching experience a positive contribution to their ability to

teach college high school journalism classes. The only remaining major group consists of ten college instructors (9.62 per cent of those responding) who had one to five years experience in high school but did not comment on the value of their prior teaching. All other percentages for this question appear in Table 12.

Table 13 emphasizes that the noncommital persons led all others in reporting total years of service on the high school and college levels. Fourteen instructors (13.46 per cent of the 104) specified neither the number of years taught in high school nor the number taught in college. The next largest group of teachers stating years of service included eleven professors (10.59 per cent) who had never taught journalism in high school but had taught six to ten years of college high school journalism. Ten instructors (9.62 per cent of the total responding) said they had taught high school journalism one to five years and had taught college high school journalism six to ten years. Additional minor groups are reported in Table 13.

Table 12

Relationship Between Years of Secondary School Journalism Taught and Proficiency To Teach College Advising Courses

Years of secondary school service	Does past high school journalism teaching affect your ability to teach college advising courses?	Number of professors with each opinion	Per cent
Blank	Blank	16	15.38
Blank	No	1	0.96
0 years	Blank	13	12.50
0 years	Yes	8	7.69
0 years	No	18	17.31
1-5 years	Blank	10	9.62
1-5 years	Yes	12	11.54
1-5 years	No	3	2.89
6-10 years	Blank	5	4.81
6-10 years	Yes	7	6.73
6-10 years	No	1	0.96
11-15 years	Yes	4	3.85
11-15 years	No	1	0.96
16 or more years	Blank	1	0.96
16 or more years	Yes	4	3.85
	Totals	104	100.00

Table 13

Years of Secondary School and College Service
Among College J-Ed Instructors

Years taught in high school journalism	Years taught in college J-Ed courses	Number of professors	Per cent
Blank	Blank	14	13.46
Blank	6-10 years	1	0.96
Blank	11-19 years	2	1.92
0 years	Blank	8	7.69
0 years	1 year	3	2.89
0 years	2-5 years	5	4.81
0 years	6-10 years	11	10.59
0 years	11-19 years	7	6.73
0 years	20 or more years	2	1.92
0 years	0 years	3	2.89
1-5 years	Blank	2	1.92
1-5 years	1 year	1	0.96
1-5 years	2-5 years	8	7.69
1-5 years	6-10 years	10	9.62
1-5 years	11-19 years	3	2.89
1-5 years	20 or more years	1	0.96
6-10 years	Blank	2	1.92
6-10 years	2-5 years	3	2.89
6-10 years	6-10 years	2	1.92
6-10 years	11-19 years	4	3.85
6-10 years	20 or more years	2	1.92
11-15 years	Blank	1	0.96
11-15 years	2-5 years	2	1.92
11-15 years	6-10 years	2	1.92
16 or more years	6-10 years	2	1.92
16 or more years	11-19 years	1	0.96
16 or more years	20 or more years	2	1.92
	Totals	104	100.00

Almost one third of 104 schools represented in Table 14 (31, or 29.81 per cent) employed persons in 1973-74 who felt qualified to teach high school journalism to college students. These faculty members, however, could not foresee how many years they would continue to teach such a course. Sixteen teachers (15.38 per cent of the 104 surveyed) failed to comment on either their qualifications or the estimated number of years which they plan to teach the subject. One group of 13 instructors (12.50 per cent) considered themselves qualified yet did not comment on future plans. Thirteen others felt confident about their teaching and predicted they would devote one to five years more to teaching this particular subject. Smaller percentages in Table 14 complete an analysis of anticipated years of high school journalism teaching service among 1973-74 college teachers.

VARYING COURSE LOADS; NUMBER OF INSTRUCTORS AT SCHOOLS OFFERING J-ED

Thirty-two professors commented on the journalism education course loads at their schools. Seventeen (53.13 per cent of the 32) acknowledged that a second teacher at their respective colleges also taught high school journalism or advising-related classes. Fifteen instructors (46.87 per cent) taught the subject independently. Seventy-two of the 104 persons participating in this study did not answer this question.

Table 14

J-Ed Instructors' Analysis of Qualifications, Predicted Future in College Teaching

Do you feel qualified to teach high school journalism in college?	How many additional years do you plan to teach this subject?	Number of professors	Per cent
Blank	Blank	16	15.38
Blank	Unknown	3	2.88
Yes	Blank	13	12.50
Yes	0 years	4	3.85
Yes	1-5 years	13	12.50
Yes	6-10 years	7	6.73
Yes	11-19 years	6	5.77
Yes	20 or more years	5	4.81
Yes	Unknown	31	29.81
No	Blank	2	1.92
No	0 years	1	0.96
No	Unknown	2	1.92
No	As few as possible	1	0.96
	Totals	104	100.00

A discrepancy occurs, however, as another calculation indicates that eighteen persons (rather than the seventeen just mentioned) relied upon at least one other instructor to teach part of the journalism education courses at their particular schools. The additional instructors vary in experience from zero to fifteen years of previous teaching background in the high school journalism area. Among the eighteen, the largest group of second instructors totaled eight who have had one to five years of secondary school training.

Exactly 88.8 per cent of all possible data was returned by the third and final deadline, and a majority (60 persons, or 68.18 per cent) consented to having their ideas and comments reprinted in this report. Approximately one fourth of the respondents (19, or 21.59 per cent) preferred to have their statements remain anonymous, while nine professors (10.23 per cent) wished their information to be partially confidential. Sixteen persons did not comment on their participation in this survey.

One can conclude that statements made heretofore about high school journalism education realistically depict the status of the subject. Persons contributing data have taught college high school journalism classes an average of six to ten years. Twenty-eight instructors (36.36 per cent of 77 respondents listed in Table 15) have completed six to ten years; eighteen instructors

(23.38 per cent), two to five years; and seventeen instructors (22.08 per cent), eleven to nineteen years. These and smaller percentages that denote professors' teaching service appear in Table 15. Twenty-seven survey respondents did not record their years of journalism teaching.

Of the 73 instructors stating their intentions about teaching future high school journalism classes, more than one third (36 professors, or 49.32 per cent of 73 reported in Table 16) predictably were unsure of the number of years they will continue to schedule the subject. Many respondents did not care to express how many years they plan to teach high school journalism. The only other major group of representatives totaled thirteen persons (17.81 per cent) who expected one to five additional years of experience in this subject area. (See Table 16.)

Table 15

Years of Service Among College J-Ed Instructors

Years taught in college	Number of professors	Per cent
1 year	4	5.19
2-5 years	18	23.38
6-10 years	28	36.36
11-19 years	17	22.08
20 or more years	7	9.09
None	3	3.90
Totals	77	100.00

Table 16

Projected Years of Service
Among J-Ed Instructors After 1973-74

Additional years of service anticipated by instructors	Number of instructors	Per cent
0 years	5	6.85
1-5 years	13	17.81
6-10 years	7	9.59
11-19 years	6	8.22
20 or more years	5	6.85
Unknown	36	49.31
As few as possible	1	1.37
Totals	73	100.00

Substantiating their plans to continue teaching high school journalism were 102 persons. Those who "love" or "like" journalism seemed predominant among the group determined to teach the course. Thirty-four (33.33 per cent of 102) preferred teaching above other professions because these individuals are enthusiastic about such work. Seventeen instructors (16.67 per cent) stated that they are the "only qualified person on their staff." Twenty-one instructors (20.59 per cent) considered themselves the "best qualified person on their staff." Eleven (10.78 per cent) noted that they teach high school journalism because "no one else will teach it." Eight more persons (7.84 per cent) indicated that they "alternate" with other persons to teach such a course in their department or school. Seven instructors (6.86 per cent) commented that they planned retirement after the 1973-74 school year. Twenty-two (21.57 per cent) said that they had reasons other than those already mentioned to continue teaching high school journalism classes.

Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

Comparatively speaking, the West Virginia University School of Journalism offers a teacher education course equal to that provided by more than one half the journalism departments and colleges responding to this writer's survey. Yet faculty and former Journalism 125 students alike agree with this writer that the WVU journalism teacher education program needs to expand beyond one course so that teacher trainees are adequately qualified upon completion of the journalism education, English education, language arts education, or other teacher-related curriculum.

Course syllabi created by this writer in 1973-74 and by Mrs. Leigh Gregg in 1974-75 (See Appendices K and L) indicate that the content and approach of Journalism 125 have changed significantly in the last two years. The current course demands day-to-day understanding and application of journalism terms and procedures.

When this writer became the Journalism 125 instructor during the first semester of 1973-74, the course followed a quick-paced guest lecture format, which allowed her to depend upon qualified speakers

for many class periods and to become the instructor for other class periods. However, the plan assumed that students were already informed somewhat about certain subjects and/or could absorb "all-there-is-to-know" about other topics during the one to three class periods allocated for each unit.

This instructor conducted the course as a workshop during the second semester of 1973-74, and the student response greatly improved. Conscientious students asked more questions, talked more freely with the instructor, and participated more cooperatively with their classmates. The few who "could care less" dropped the course or earned low grades.

Even though another graduate assistant has become the J-125 instructor and has attempted to teach her students as much as feasible, students' needs still are not met. J-125 should have a follow-up course so that teacher and students alike need not rush through discussion, exercises, quizzes, and evaluation of subjects that are part of the complex topic, high school journalism.

This author appreciates one change that has come about since 1973-74: Dean Guy H. Stewart's acceptance of her proposal to change Journalism 125 from a two-day per week, 55-minute per day course to a two-day per week, 1 1/4-hour per day course. She hopes that one additional change can be instituted in the

near future: changing the course to a three-day per week, one hour per day course worth three credits (rather than two).

This writer urges the WVU School of Journalism to subdivide the current course into two courses: "Introduction to High School Journalism" (J-125) and "Journalism Teaching Methods" (J-126). Both courses could provide specialized information more gradually than the current course has been able to do.

J-125 could examine in-depth the following subjects: the journalism adviser's role, staff responsibilities, journalism style, types of journalism stories, headline counts and headline writing guidelines, editing procedures, newspaper editorial policies and layout, censorship, libel, typography, advertising, promotion and circulation, printing processes, critical evaluation standards for newspapers and yearbooks, plus media other than newspapers and yearbooks that are available to high school students (news bureaus, literary magazines, school and community radio broadcasting, and cable television). Students could complete varied practical exercises about each unit and submit either a major newspaper or yearbook project (approved by the course instructor) at the conclusion of the course.

J-126 could capitalize on the students' knowledge of journalism basics and could attempt to develop

greater enthusiasm for journalism teaching. Students could plan and teach mini-lessons to their classmates, compile annotated journalism bibliographies valuable to them as future teachers, create six-week course outlines for classes of first-year high school journalism students; learn to take, develop, and print pictures from a twin-lens reflex or a 35 mm camera; discuss procedures for selecting new staff members; determine grading criteria for high school journalism students; learn how to schedule, to produce, and to finance newspaper production; create a model yearbook (complete with a proposed theme, sections, copy, headlines, layout, photography, art, subscriptions, and advertising); determine and solve hypothetical journalism teachers' problems in a seminar-type atmosphere; devise a journalism career unit of interest to young people; determine the differences between junior high and senior high publications advisers' duties and goals; consider various public relations roles assumed by teachers, administrators, and students; and discuss extracurricular and curricular activities related to journalism (awards banquets, fund-raising projects, and subscription-drive skits).

An analysis of J-125 enrollment at WVU during the second semester of 1973-74 and both semesters of 1974-75 supports a recommendation for two journalism education courses. Language arts and other education

majors comprised the majority of each class; most students had completed only one journalism course, Journalism 18 (News Writing), or were taking that subject concurrently with Journalism 125. This fact unfortunately results in the J-125 instructor's need to devote upper-division class time to teaching basics of journalism style, layout, and related procedures. Each semester the pace of learning in J-125 has been greatly affected by the number of students who were unfamiliar with elementary journalism concepts and unable to be assigned advanced exercises shortly after a subject was introduced.

In order to facilitate the training of non-journalism majors who wish to become journalism advisers, this writer encourages adoption of several recommendations. The School of Journalism should.

1) provide a trained, enthusiastic full- or part-time instructor to plan and conduct the journalism education course(s) in demand each semester,

2) attract intelligent, conscientious students who wish to teach high school students about publications staff responsibilities, newspaper and yearbook layout, censorship, budgeting, photography, ad infinitum,

3) require journalism education minors to complete the "Program for Prospective High School Journalism Teachers,"[1] (See Appendix M) which, if amended, could include "Introduction to High School Journalism" (J-125) and "Journalism Teaching Methods" (J-126),

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[1]WVU Bulletin, The School of Journalism Announcements, Series 60, No. 8-4 (Morgantown, W.Va.: West Virginia University, February 1960), pp. 15-16.

4) require "News Writing" (J-18) and "Copyediting and Make-up" (J-19) as prerequisites for J-125, regardless of one's major,

5) require non-majors to complete J-125 as a prerequisite for J-126,

6) recommend that non-majors planning to become publications advisers complete a minimum of 12 hours--Journalism 18, 19, 125, and 126--and other courses if possible. The School could recommend the following electives for non-majors: "Visual Communication" (J-10) or "Typography Printing Processes" (J-110), "Principles of Advertising" (J-113), and "Introduction to Photography" (J-120).

Fnrollment requests for J-125 and 126 could determine whether the elementary course should be offered first semester and the advanced course should be offered second semester, or both courses, both semesters.

Although language arts majors, according to WVU Department of English[2] and West Virginia Department of Education certification policies, need to complete only five hours of journalism, this writer suggests that teacher candidates with such limited preparation are being severely misled to believe they will be "qualified" journalism teacher-advisers. (See Appendix N.)

Language arts students must surpass the current

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[2]WVU Department of English, "The English Major--Teacher Certification in Language Arts" (Morgantown, W.Va.: West Virginia University Department of English, 1974), pp. 1-2. (Mimeographed.)

minimum of two journalism courses so that they will not feel inadequate about or fear teaching high school journalism at a later date. Conscientious non-majors have admitted to this writer that they had no inkling of a high school newspaper or yearbook sponsor's responsibilities before they enrolled in J-125, and this feeling can be avoided. The WVU School of Journalism can create a suitable journalism education program and channel future advisers logically from elementary to advanced courses.

Survey responses and course outlines returned to this graduate student from other universities provide evidence that the type of training afforded future sponsors determines the quality of high school publications they will direct. Public school students in this state deserve better informed, confident teacher-advisers. The West Virginia University School of Journalism can expect students to devote more elective hours to perfecting the skills needed by competent journalism educators. It must begin by strengthening its teacher-training curriculum.

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APPENDIX A

COMPARISON OF HIGH SCHOOL JOURNALISM CERTIFICATION REQUIREMENTS, 1965 AND 1971

	Cranford's 1965 Findings for 45 States	1971 Findings of the Same 45 States Reported By Cranford	1971 Findings of 50 States and the District of Columbia
English certification plus 5 to 12 journalism semester hours	5	6	6
English certification plus 5 to 12 journalism semester hours or a journalism minor	3	3	4
English certification plus a journalism minor	0	1	1
Language arts major with 5 to 15 semester hours in journalism or a journalism minor	0	2	2
English certification only	5	0	0
Journalism major	1	1	1
Journalism major through an approved teacher education program	2	1	1
Journalism major or minor	3	13	13
Journalism minor of 15 to 24 semester hours in journalism	6	2	2
Ten to 14 journalism semester hours	1	3	3
Fewer than 10 journalism semester hours	1	1	1
General secondary certification	0	1	2
No specific journalism certification requirements	18	11	15
Total number which required less than 15 hours of journalism for certification	30	21	25
Total number which required more than 15 hours of journalism for certification	15	24	26

APPENDIX B

TEACHER CERTIFICATION PROGRAM

PROPOSED SKILLS: RESPONSES BY PERCENTAGE FAVORING

	TEACHERS			PRINCIPALS			CHAIRMEN			EDITORS			COMBINED		
	Required	Recommended	Omitted	Required	Recommended	Omitted	Required	Recommended	Omitted	Required	Recommended	Omitted	Required	Recommended	Omitted
1. Advertising	65	32	3	40	58	2	27	71	2	30	62	8	44	52	4
2. A-V Materials, use of	28	55	17	39	51	10	15	60	25	12	54	34	27	53	20
3. Business (bookkeeping)	24	53	23	20	63	17	6	40	54	2	30	63	16	49	35
4. Camera techniques	53	46	1	34	63	3	26	72	2	17	67	16	35	60	5
5. Career opportunities.	17	73	10	16	63	21	49	45	6	49	43	8	29	58	13
6. Darkroom techniques	36	54	10	22	60	18	17	66	17	12	55	33	24	58	18
7. Editing (copyreading, proofreading, headline writing, layout)	99	1	0	90	7	3	98	2	0	90	8	2	94	5	1
8. History of journalism	36	59	5	29	62	9	45	53	2	50	45	5	38	56	6
9. Magazine and yearbook layout	68	33	0	62	37	1	50	48	2	39	53	8	58	40	2
10. Newswriting	98	1	1	96	2	2	98	2	0	95	5	0	97	2	1
11. Printing procedures (offset, letterpress)	48	50	2	35	62	3	41	57	2	27	59	14	39	56	5
12. Public relations	30	65	5	48	44	8	6	57	37	17	49	34	29	54	17
13. Radio, TV announcing	10	68	22	23	51	26	8	45	47	11	48	41	13	57	30
14. Radio, TV news gathering	25	63	12	22	65	13	21	56	23	25	53	22	24	60	16
15. Reporting	95	5	0	81	19	0	96	2	2	89	8	3	90	9	1
16. Specialized writing (editorials, features)	91	9	0	86	14	0	64	30	6	41	54	5	75	23	2
17. Typography	54	45	1	37	51	12	34	66	0	32	60	8	42	53	5

APPENDIX C

TEACHER CERTIFICATION PROGRAM--MAJOR RECOMMENDED HOURS: RESPONSES BY PERCENTAGES FAVORING

Hours	Teachers	Principals	Chairmen	Editors
6	1	1		
9			2	3
12	2		2	3
15	1	4	5	7
18	6	9	9	12
21	2	19	2	9
24	30	7	28	29
27	1	4	7	3
30	24	26	34	22
33	3	4	2	3
36	11	12	7	7
39	7	4		
42	3			
45	4	4		
48		1		
51	4	1	2	2
56		1		
60	1	3		

APPENDIX D

TEACHER CERTIFICATION PROGRAM--MINOR
RECOMMENDED HOURS: RESPONSES BY PERCENTAGES FAVORING

Hours	Teachers	Principals	Chairmen	Editors
3	1			
6	3	4	5	7
9	7	8	10	20
12	16	18	18	23
15	22	20	18	27
18	19	31	25	9
21	8	13	10	5
24	19		12	9
27				
30	5	7	2	

APPENDIX E

TEACHER CERTIFICATION--

Journalism Major (or the student using Journalism as one of two teaching fields)

Primary Objectives: (in order of importance)

1. To enable a teacher to be competent in teaching journalism to high school students.
2. To enable a teacher to be competent in directing a high school newspaper.
3. To enable a teacher to be competent in directing a high school yearbook.

Secondary Objectives: (in order of importance)

1. To enable a teacher to be competent in directing business and advertising problems of high school publications.
2. To enable a teacher to be competent in working with and advising high school students in regard to careers.
3. To enable a teacher to be competent in directing a high school radio-TV facility.
4. To enable a teacher to be competent in directing a high school literary magazine.

Primary Skills To Be Acquired: (in order of importance)

1. Newswriting
2. Editing
3. Reporting
4. Specialized writing
5. Magazine writing and editing

Secondary Skills To Be Acquired: (in order of importance)

1. Printing techniques
2. History of journalism
3. Typography
4. Knowledge of camera techniques
5. Advertising
6. Career opportunities
7. Public relations
8. Radio and TV news gathering
9. Knowledge of darkroom techniques
10. Knowledge of the use of audio-visual techniques
11. Radio and TV announcing
12. Knowledge of business practices

Hours Required:
Major--30 hours
Teaching Field--24 hours

Required Courses: (in order of importance)
1. Editing
2. Newswriting
3. Reporting
4. Directing High School Publications
5. Methods of Teaching High School Journalism
6. Feature Writing

Elective Courses: (in order of importance)
Major--any four (4)
Teaching Field--any two (2)

1. Photojournalism
2. Introduction to Communications
3. Editorial Writing
4. Advertising
5. Advanced Reporting
6. Press and Society
7. Press Law
8. Typography
9. Newspaper Management
10. Magazine Writing and Editing
11. Public Relations
12. Telecommunications

Additional Required Courses:
*English--four (4) semesters
*Social Studies--four (4) semesters
*It should be strongly recommended to students that one of these two areas should be given consideration as a minor.

Additional Recommended Courses: (in order of importance)
1. Sociology
2. Psychology
3. Economics
4. Philosophy
5. Bookkeeping

Additional Requirements: (in order of importance)
1. The student will be required to work on the student newspaper at least two semesters. Course work in which labs place the student on the newspaper may count.
2. The student will be required to work on the student yearbook at least two semesters. Course work in which labs place the student on the yearbook may count.
3. The student will be required to do student teaching in journalism.

Additional Recommendations: (in order of importance)

1. The student should consider applying for a summer intern program with a newspaper, radio, or TV station.
2. The student should consider applying for part-time work on a newspaper, radio, or TV station.
3. The student should be encouraged to join professional education and journalism organizations.
4. The student might consider part-time employment at the college public relations office.

APPENDIX F

A SELECTED BIBLIOGRAPHY FOR THE JOURNALISM INSTRUCTOR IN ESTABLISHING A SCHOOL JOURNALISM LIBRARY

1. Basic references for composition, style, and newspapering

Callihan, E. L. Grammar for Journalists. Revised Edition. Philadelphia: Chilton Book Co., 1969.

Available with a teacher's manual and Exercises and Tests for Journalists, this reference is unique in reviewing grammar, composition, and word usage for the reader as it begins each chapter with a quiz and uses primarily common errors from newspapers, magazines, and radio-TV broadcasts as bad examples.

Cramer, Ward. Reading Beyond the Headlines: What's in the Newspaper for You. Portland, Maine: J. Weston Walch, Publisher, 1973.

A workbook-type paperback volume which examines the elements, construction, history, and appeal of the daily newspaper, this book quickly summarizes the basic ideas related to much about the newspaper and includes brief unit quizzes with answers in the back of the book.

English, Earl, and Clarence Hach. Scholastic Journalism. Fifth Edition. Ames, Iowa: Iowa State University Press, 1968.

A comprehensive, outlined text which examines nearly every subject related to the newspaper, this book educates quickly. Its one deficiency is lack of a yearbook unit. Broadcasting, TV, and movie production are included. This book is highly recommended and can be used for high school or college-level students.

Feldman, Samuel N. The Student Journalist and Legal and Ethical Issues. New York: Richards Rosen Press, 1968.

One volume in the valuable new series for the inexperienced journalist or beginning journalism student, this book conveys the importance of sound editorial judgment. It also forewarns the reader of difficulties and expected decisions in the life of the reporting staff and of the editor.

Gelfand, Lou, and Harry E. Heath Jr. Modern Sportswriting. Ames, Iowa: Iowa State University Press, 1969.

Written for the sports reporter/editor who needs an easy reference for game rules, exceptions, scoring, and penalties of all sports, this book diagrams plays and advises the reader of pointers for writing all types of sports stories.

Indiana State Department of Public Instruction in cooperation with the Newspaper Fund of The Wall Street Journal. Teacher's Guide to High School Journalism. Bloomington, Indiana: Indiana State Department of Public Instruction and the Newspaper Fund, Inc., 1965.

Compiled by ten notable journalism educators, this guidebook is a must for any college student who anticipates a publication adviser-teacher career; it is unique in condensing a realistic picture of journalism history, newspaper, yearbook, public relations, budgeting, advertising, and bibliography information. Current and reputable, this publication helps one to identify essential concerns of the journalism teacher.

Kleppner, Otto. Advertising Procedure. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1966.

Best used in a semester-long college class, this book helps to make the journalism teacher aware of advertising psychology, layout, special effects, costs, types, and effects on the public. Any journalism teacher should read this book for a picture of professional advertising thinking.

Menne, Susan. How To Survive the Teaching of High School Journalism. Minneapolis, Minnesota: National Scholastic Press Association, 1973.

Originally published as a continuing article in Scholastic Editor Graphics/Communication, this booklet eases the mind of the frustrated journalism teacher and helps him dissolve his theory that only he is suffering from such problems as a sponsor. Experience allows the author to reveal in a comical manner the joyous rewards and antagonizing difficulties of being a journalism adviser.

The Newspaper Fund. Guide to College and Graduate Courses Especially for High School Journalism Teachers and Publications Advisers. Princeton, N.J.: The Newspaper Fund, 1973. (out of print)

This volume condenses the courses available at accredited colleges and universities which aim to provide summer workshops and academic classes for the journalism teacher. Course titles, instructors or college deans, summaries, and number of hours credit for each school are listed.

_____. Journalism Scholarship Guide. Princeton, N.J.: The Newspaper Fund, 1973.

This edition is published yearly and summarizes all scholarships, grants, assistantships, and fellowships available at American colleges and universities offering journalism majors on the undergraduate and graduate level.

_____. "A Newspaper Career and You." Princeton, N.J.: The Newspaper Fund, Inc., 1973.

A compact sampling of journalism career information and recommended college classes for a journalism major, this booklet lists helpful resource material for the high school or college student contemplating a journalism profession.

The Sperry and Hutchinson Company, Consumer Relations Department. "Publicity Handbook--A Guide for Publicity Chairmen." Cincinnati, Ohio: The Sperry and Hutchinson Co., 1965. (out of print)

Written for the club public relations chairman and beginning newspaper reporter, this guidebook discusses the basic elements of writing a news release and reveals information important for publication.

Ward, William G. Newspapering. Fifth Edition. Minneapolis, Minnesota: National Scholastic Press Association, 1971.

This informative book consists of chapters about the content, style, and standards of a high school newspaper. Good for self-instruction, it offers advice, checklists, and experience about producing a top-quality newspaper.

_____. The Student Press 1971 Award-Winning Annual. New York: Richards Rosen Press, 1971.

Examples from superlative American high school publications reveal modern trends and innovations of the press. This volume stimulates imaginative story and layout design in the mind of nearly every reader.

Wolseley, Roland E. Understanding Magazines. Ames, Iowa: Iowa State University Press, 1969.

The history and specific success stories of magazines in the U. S. are portrayed in this volume. Unique characteristics of each volume are summarized.

Wright, Glenn. The Student Journalist and Making Advertising Pay for School Publications. New York: Richards Rosen Press, 1968.

The inexperienced business manager and new adviser of the school newspaper/yearbook will appreciate the helpful hints published in this volume. Ways to save and make money are included.

2. Yearbook references

Magmer, James, and David Falconer. Photograph + Printed Word. Birmingham, Michigan: Midwest Publications Co., Inc., 1969.

A functional resource book for the student newspaper, yearbook, or photography staff member, this publication offers vital suggestions and procedures for combining effective words and pictures in print. Its modern approach and diagrams are most helpful.

_____, and Franklin Ronan. Look and Life as Guides for the Successful Yearbook Editor. Birmingham, Michigan: Midwest Publications Co., Inc., 1964.

An analytical approach to studying two successful magazines suggests that imitating their layout style can aid in yearbook production.

National School Yearbook Association. "Judging Standards for Scholastic and Collegiate Yearbooks." Memphis, Tenn.: National School Yearbook Association, 1972.

This helpful booklet provides an easy-to-read survey of major points included in evaluation procedures conducted by NSYA in annual competition. Included are copy, photography, and layout hints and a score sheet.

_____. Prize Package of Current Yearbook Ideas. Memphis, Tenn.: National School Yearbook Association, 1972.

Selected pages from 25 nationally-acclaimed yearbooks provide layout, copy, and photography ideas which deserve special attention from the new adviser.

3. Photography references helpful in school publications

Davis, Phil. Photography. Dubuque, Iowa: William C. Brown Co., 1972.

Fox, Rodney, and Robert Kerns. Creative News Photography. Ames, Iowa: Iowa State University Press, 1961.

Hurley, Gerald, and Angus McDougall. Visual Impact in Print. Chicago: American Publishers Press, 1971.

This book tells "how to make pictures communicate" and "serves as a guide to the photographer, the editor, the designer." It aims to educate the reader and to advise him about improving his work (one step at a time). Very specifically, it teaches communicatively and includes a recommended library based upon famous photographers' preferred books.

Lloyd, Irving. Creative School Photography. Cambridge, Md.: American Yearbook Co., 1962.

Helpful for the student photographer, this book aims to improve publications.

_____. The Photo. Minneapolis, Minn.: National Scholastic Press Association, 1969.

Special effects are accented in this book which provides large examples of printing and developing techniques that can add variety to school publications layout and impact.

Logan, Richard H., III. Elements of Photo Reporting. New York: Amphoto, 1971.

Written for the student of any age who wishes to study photography, this book traces the steps involved in creating a good picture. Photo reporting, editing, printing, and free-lance marketing are included topics in this volume which features more than 150 photos (many award winners).

Sussman, Aaron. The Amateur Photographer's Handbook. New York: Thomas Y. Crowell Co., 1973.

This book includes "everything you want to know about the camera and how to use it, from learning to 'see' a picture to the latest darkroom techniques."

4. Graphics and mass media texts

Arnold, Edmund C. Ink on Paper. New York: Harper and Row, 1963.

This book is "a lively text covering all phases of layout, type, and printing processes," according to the National Scholastic Press Association.

Bliss, Edward, Jr., and John M. Patterson. Writing News for Broadcast. New York: Columbia University Press, 1971.

This book requests that the reader recognize good writers are demanded as future broadcast journalists. It tells how to use wire copy, to write a news lead, and to evaluate the specifics of television news. The author illustrates important principles through examples of specific contemporary newsmen's experiences and their involvement in interpreting events for society.

Bluem, A. William. Mass Media and Communication. New York: Hastings House, Publishers, 1966.

This book evaluates the impact and mirroring effect of the mass or public media (public opinion, newspapers, magazines, motion pictures, the broadcasting media, the book publishing industry, and international communication. As a reference, it aims to note the service, function, problems, and future directions of the media, which can circulate an exchange of ideas, decision-making, and new action.

Blum, Eleanor. Basic Books in the Mass Media. Chicago: University of Illinois Press, 1963.

This volume features annotated summaries for books related to book publishing, broadcasting, films, newspapers, magazines, and advertising.

Cantor, Muriel G. The Hollywood TV Producer: His Work and His Audience. New York: Basic Books Inc., Publishers, 1971.

Eighty TV producers viewed by the writer provide valuable, first-hand information about production of prime-time television evening shows in this book which portrays the producer as a vital, behind-the-scenes force who coordinates talent, faces restrictions, and creates entertainment for the American public. The reference examines the producer's working conditions, associates, his relationship with management, and his audience.

Emery, Edwin. The Press and America: An Interpretative History of Journalism. 2nd edition. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1962.

This volume relates the cooperative existence of the press and politics, social life and economy. It traces the persons and events which largely affected the development and repression of the Fourth Estate. Emery further examines modern journalistic media and their roles in society.

Fielding, Raymond. The American Newsreel 1911-1967. Norman, Oklahoma: University of Oklahoma Press, 1972.

Fielding summarizes the growth and death of one American media as an important part of communication progress and as a means of world history. Professionally done, the book illustrates memorable days preserved on film.

Heintz, Sister Ann Christine. Persuasion. Chicago: Loyola University Press, 1970.

Available with a teacher's guide, this reference examines the effect of the media upon the listening and reading public.

_____, et al. Mass Media. Chicago: Loyola University Press, 1972.

This workbook involves students in the mass media through lab experiences and personal projects. An actual live radio news report with commentary is also available with the text. A teacher's guide supplements instruction.

Kuhns, William. Exploring Television. Chicago: Loyola University Press, 1972.

Available with a teacher's guide, this edition is similar to the above two books in its inductive visual/media approach. The workbook design makes this resource book useful in the classroom for individual or group learning.

Mayer, Martin. About Television. New York: Harper and Row, 1972.

What makes the TV tick on the inside is explained in this book. Daytime soap operas; news; prime-time evening shows and Saturday morning programming; plus public, local, and cable television are discussed.

Moyes, Norman B., et al. Journalism in the Mass Media. Waltham, Mass.: Ginn and Co., 1970.

A practical book, which provides a supplementary laboratory manual, evokes stimulated thought about the role of the media in affecting the individual and society. Through this reference, the reader should become more aware of the professional journalist's duties in communicating.

Southern Illinois University School of Journalism. "Paperbacks in Mass Communication: A Comprehensive Bibliography." Carbondale, Ill.: Southern Illinois University Editors' Workshop, 1973.

A compact listing of mass media, composition, and journalism books available as printed paperbacks is included between these covers.

Turnbull, Arthur T., and Russell N. Baird. The Graphics of Communication. New York: Holt, Rinehart and Winston, 1964.

A comprehensive guide to typography, this book traces the history and influence of printing.

Walch, J. Weston. Propaganda. Portland, Maine: J. Weston Walch, Publisher, 1971.

This workbook offers essential information about evaluating the mass communication world in a more scrutinizing way. Techniques--common and uncommon--that are used to influence the reading public are explored. The prevalence of propaganda is emphasized.

Wiseman, Jan and Molly. Creative Communications: Teaching Mass Media. Minneapolis, Minn.: National Scholastic Press Association, 1973.

A practical guide to teaching journalism, this volume was written for NSPA and attempts to present journalism as an exciting subject with the opportunity for informal self-instruction. The curriculum offered within the book suggests the need to examine the "social impact of the media and languages of the media." Course outlines are included.

5. Curriculum guides

Kentucky Council for Education in Journalism. Created during a three-year study to develop units about the informative, editing, interpretative, opinion, entertainment, economic, historical, and responsible functions of the communications process, this guide stresses the control and intelligent use of freedom of the press. Frankfort, Ky.: Kentucky Council for Education in Journalism, 1972.

Nebraska High School Press Association. "A Curriculum Guide for Journalism." Lincoln, Neb.: Nebraska High School Press Association, 1969.

Development of this one-semester course outline in journalism occurred at the 1969 Newspaper Fund Teacher Institute at the University of Nebraska.

Office of Public Information Services, Omaha Public Schools. "Everything You Always Wanted To Know About Publishing A School Newspaper . . . But Didn't Know Whom To Ask." Omaha, Neb.: Omaha Public Schools, 1972.

Outlines school journalism publications guidelines which were considered helpful to Omaha teachers following release to the journalism advisers.

6. Filmstrips

Educational Audio-Visual, Inc. Three sound filmstrips with two LP records prepared by a former New York University journalism professor about the principles and techniques of newspaper production, the role of the reporter, and what to print. The information provided is supplemented by actual news and photographs to demonstrate make-up, style, picture use, and journalistic duties. Pleasantville, N.Y.: Educational Audio-Visual, 1972.

Wilson, Harold W., and Otto W. Quale. "Techniques for Film and Paper Paste-up (Cold-Type Make-up)." Minneapolis, Minn.: University of Minnesota School of Journalism, 1972.

A color filmstrip and cassette or tape summary explain the major steps and equipment involved in offset printing production. Headline fonts, typewriters, Justowriter copy, waxers, and paste-up layout sheets are included in the explanation.

7. Theses related to journalism education (unpublished)

Abdulla, Diane Ash. "Status Survey of Journalism in West Virginia High Schools." Unpublished master's thesis, West Virginia University, 1966.

Clark, Roberta Bond. "The Teaching of Journalism in High Schools." Unpublished master's thesis, West Virginia University, 1941.

Dumire, Jane E. "Survey of Journalism in West Virginia Public Secondary Schools." Unpublished master's thesis, West Virginia University, 1962.

8. Additional photography references

Adams, Ansel. Artificial Light Photography. New York: Morgan and Morgan, 1968.

_____. Natural Light Photography. New York: Morgan and Morgan, 1952.

_____. The Negative. New York: Morgan and Morgan, 1968.

_____. The Print. New York: Morgan and Morgan, 1968.

Caffin, Charles H. Photography as a Fine Art. New York: Amphoto, 1972. First published in 1901.

Carroll, John S. The Amphoto Lab Handbook. New York: Amphoto, 1970.

Croy, O. R. Creative Photography. New York: Focal Press, 1964.

Dondis, Donis A. A Primer of Visual Literacy. Cambridge: MIT Press, 1973.

East Street Gallery. Procedures for Processing and Storing Black and White Photographs for Maximum Possible Permanence. (Revised Edition). Grinnell, Iowa: East Street Gallery, 1970.

Feininger, Andreas. The Creative Photographer. Englewood Cliffs: Prentice-Hall, 1955.

Gassan, Arnold. A Chronology of Photography. Athens: Handbook Publishing Co., 1972.

_____. Handbook for Contemporary Photography. Athens: Handbook Publishing Co., 1970. Distributed by Light Impressions, Rochester, N.Y.

Gernsheim, Alison and Helmut. A Concise History of Photography. New York: Grosset and Dunlap, 1965.

Gernsheim, Helmut. Creative Photography: Aesthetic Trends 1839-1960. Boston: Boston Book and Art Shop, 1962.

Jacobson, C. I. Developing: The Negative Technique. New York: Focal Press, 1966.

Kemp, Weston D. and Tom Muir Wilson. Photography for Visual Communicators. Englewood Cliffs: Prentice-Hall, 1973.

Lootens, J. Ghislain. Lootens on Photographic Enlarging and Print Quality. Seventh Revised Edition. New York: Amphoto, 1967.

Lyons, Nathan, (ed.). Photographers on Photography. Englewood Cliffs: Prentice-Hall, 1966.

Moholy-Nagy, Laszlo. Painting, Photography, Film. Cambridge: MIT Press, 1967.

Newhall, Beaumont. The History of Photography. Revised Edition. New York: The Museum of Modern Art, 1964.

Rothstein, Arthur. Photojournalism. New York: Amphoto, 1965.

Sharf, Aaron. Art and Photography. Baltimore: Penguin Press.

Snelling, Henry H. The History and Practice of the Art of Photography. New York: Morgan and Morgan, 1970. First published in 1849.

Straus, Harley E. "On Photography and the Education of Responsible Photographers." Iowa City: University of Iowa School of Journalism, 1972. (Mimeographed.)

FREE FILM LOAN BIBLIOGRAPHY

Source: Educators' Guide to Free Films. Randolph, Wis.: Educators' Progress Service, annual editions beginning with 1949.

Advertising

"The Golden Standard," 16mm Sound Color 17 1/2 minutes. This film tells story of modern advertising--the function of media selection in advertising, positive introduction of circulation facts, purpose and influence of ABC, advantages of buying known and analyzed quantities of circulation.

Modern Talking Picture Service
910 Penn Ave.
Pittsburgh, Pa. 15222

Pay return postage; book at least one month in advance.

"The Lasting Medium," 16mm Sound Color 14 1/2 minutes. Behind scenes look to see how Speciality Advertising medium successfully helps advertisers achieve their promotional objectives.

Modern Talking Picture Service
910 Penn Ave.
Pittsburgh, Pa. 15222

Pay return postage; book at least one month in advance.

Advertising and printing

"A Better Run For Your Money," 16mm Sound Color 20 minutes. Discusses in non-technical manner what makes printed material effective; shows how with offset lithography advertisers can achieve greater effectiveness for their promotion material.

Harris-Seybold Co.
4510 East 71st St.
Cleveland, Ohio 44105

Pay return postage; book well in advance.

Careers

"Fashion: The Career of Challenge" (1970) 16mm Sound Color 12 minutes. Careers in advertising agency, interior decorating salon, and TV studio.

Bassit Institute
923 Southwest Taylor St.
Portland, Ore. 97205

No charge; book two months in advance.

"The Journalist," 16mm Sound Color 25 1/2 minutes. Narrated by Harry Reasoner; features opportunities available in journalism; includes series of interviews with noted journalists.

Modern Talking Picture Service
910 Penn Ave.
Pittsburgh, Pa. 15222

Pay return postage; book at least one month in advance.

Film

"The Story Behind Film," (1970) 16mm Sound Color 19 minutes. Shows important use of film in today's living and provides look at how Kodak film is used; uses for film in science, medicine, industry, and government.

Eastman Kodak Co.
Audio Visual Distribution
343 State St.
Rochester, N.Y. 14650

Pay return postage and insurance of $50; book 6 weeks in advance.

"The Revealing Eye," (1973) 16mm Sound Color/Black and White 19 minutes. Shows advances in knowledge achieved by use of film techniques and the development of the techniques themselves from early achievements of pioneers to the brilliant and precise results made possible by modern equipment and experts; presents a wealth of historical and unique film sequences from film archives all over the world.

Shell Film Library
450 North Meridial St.
Indianapolis, Ind. 46204

Pay return postage; book 4 weeks in advance.

Graphics

"Etchings and Lithography," 16mm Sound Color 11 minutes. Illustrates techniques of the graphic arts, lithography, etchings, and aquatints.

Italian Cultural Institute
Audio Visual Department
686 Park Ave.
New York, N.Y. 10021

Pay return air mail insured postage; book 4 weeks in advance.

"Messages," (1969) 16mm Sound Color 8 minutes. Illustration of use of typography and modern graphics in wide variety of visual materials affecting public's daily lives, non-technical presentation.

International Typographic Composition Assn.
2233 Wisconsin Ave., Northwest
Washington, D.C. 20007

Pay return postage and insurance for $50; book 4 weeks in advance

Movie-Making

"Kodak Teenage Movie Awards 1969," 16 mm Sound Color 28 minutes. Shows parts of the winning movies made by 12- to 19-year-olds.

Eastman Kodak Co.
Audio-Visual Distribution
343 State St.
Rochester, N.Y. 14650

Pay return postage and insurance of $50; book 6 weeks in advance.

"Motion Picture Production - Continuity I," (1972), 16 mm Sound Color 5 minutes. Classical approach to continuity: camera position, action axis, comprehension of time and space; teacher's guide included.

Eastman Kodak Co.
Audio-Visual Distribution
343 State St.
Rochester, N.Y. 14650

Pay return postage and insurance of $50; book 6 weeks in advance.

"Motion Picture Production - Continuity II," (1972), 16 mm Sound Color 5 minutes. Helps beginners to understand and to plan their filming carefully to bring complex story to screen; teacher's guide included.

Eastman Kodak Co.
Audio-Visual Distribution
343 State St.
Rochester, N.Y. 14650

Pay return postage and insurance of $50; book 6 weeks in advance.

"Motion Picture Production - Basic Lighting," (1971) 16mm Sound Color 5 minutes. Designed to teach basic elements of lighting on movie set--intensity, direction, specularity, demonstration of how four lights can be positioned to light a desk properly for an interview; teacher's guide included.

Eastman Kodak Co.
Audio-Visual Distribution
343 State St.
Rochester, N.Y. 14650

Pay return postage and insurance of $50; book 6 weeks in advance.

Photography

"Proper Print Handling," (1970) 16 mm Sound Color 13 1/2 minutes. Examines various problems of film handling in the areas where film is handled--in the projection room, the laboratory, the distributor's office, and the TV station; correct procedures are suggested for handling the film.

Eastman Kodak Co.
Audio-Visual Distribution
343 State St.
Rochester, N.Y. 14650

Pay return postage and insurance of $50; book 6 weeks in advance.

"Remember the Day . . . in Pictures," (1969) 16mm Sound Color 23 minutes. Traces history of photographic equipment and methods from the cumbersome wet plates of early days to today's easy-to-use instant-loading camera.

Eastman Kodak Co.
Audio-Visual Distribution
343 State St.
Rochester, N.Y. 14650

Pay return postage and insurance of $50; book 6 weeks in advance.

"Worth How Many Words?" (1969) 16 mm Sound Color 8 minutes. Shows how camera can probe and reveal matter in ways no other medium can; time-lapse photography emphasized.

Eastman Kodak Co.
Audio-Visual Distribution
343 State St.
Rochester, N.Y. 14650

Pay return postage and insurance of $50; book 6 weeks in advance.

Printing

"ABCOR," 16mm Sound Color 12 minutes. Illustrates art of printing from Manutius and Bodoni to the elegance of modern editions.

Italian Cultural Institute
Audio-Visual Department
686 Park Ave.
New York, N.Y. 10021

Pay return postage; book 4 weeks in advance.

Printing presses

"Apollo Web Offset Duplicator," (1971) 16mm Sound Color 9 1/2 minutes. Description of web-offset printing; displays many features of the larger offset printing presses now on the market.

Diddle-Glaser, Inc.
Mr. Leslie A. Neff
Training and Development
1200 Graphic Arts Road
Emporia, Kansas 66801

Pay return postage; book 6 months in advance.

"Basic Principles of Printing," (1965) 16mm Sound Color 23 minutes. Letterpress and offset, color printing, plate making, inking, dampening, creasing, perforating, and numbering.

Miehle Division
MGD Graphic Systems
North American Rockwell
Technician Publications
2011 West Hastings St.
Chicago, Ill. 60608

Pay return postage; book 6 weeks in advance.

"How To Make A Good Impression," 16mm Sound Color 20 minutes. Describes offset lithographic process and, in a simple manner, traces steps in production of a lithographed job.

Harris-Seybold Co.
4510 East 71st St.
Cleveland, Ohio 44105

Pay return postage; book well in advance.

APPENDIX G

REFERENCES REQUESTED FOR PURCHASE FOR J-125

Books

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APPENDIX H

JOURNALISM 125--HIGH SCHOOL JOURNALISM
FALL SEMESTER, 1973
HARLEY E. STRAUS
PAM YAGLE

Thurs. 8/23: Course overview. Required Texts. Field trip assignment. Questions.

Tues. 8/28: Professor Paul Atkins on "Differences between news writing and other forms of writing." Read chaps. 2 & 3 in Teacher's Guide (TG) and #1,2,3,4,5 of Part 1 in Scholastic Journalism (SJ).

Thurs. 8/30: Professor Harry Elwood on "Copyediting." Read #12,13,14 of part 1, and chap. 6 of TG. Assignment.

Thurs. 9/4: Feature writing. Guest speaker if available. Read #7 of part 1 of SJ and chap. 3 of TG.

Tues. 9/6: Features in high school newspapers: analysis. Yagle. Read #25 in part 2 of SJ and chap. 1, part 2 of TG.

Tues. 9/11: Sports writing. John Veasey, Managing Editor of Fairmont Times, if available. Read #8, part 1 of SJ.

Thurs. 9/13: Sports film and analysis. Assignment: Write a season summary sport story from film.

Tues. 9/18: Discussion of editorials and interpretive writing in school newspapers. Problems of. Editorial Board of MHS, if available. Read #6,9,10 of Part 1 in SJ and chap. 4 of TG. Reread chap. 3 of TG.

Thurs. 9/20: Writing reviews: records, books, movies. Guest Speaker, if available. Read #27 of part 2 in SJ. Assignment.

Tues. 9/25: Cartoons and art work in school and professional newspapers. Guest speaker, if available. Read chaps. of part 2 in TG and #16, 17,18 of part 2 in SJ.

Thurs.	9/27:	Advertising, Professor W. R. Summers. Read Chap. 5 in TG and #15 of part 1 in SJ.
Tues.	10/2:	Make-up, layout. Guest speaker, if available. Reread chap. 6, part 1 and chap. 2, part 2 of TG and #17, part 1 of SJ.
Thurs.	10/4:	Headlining and related subjects. Professor David Wesson. Read #14, part 1 in SJ and reread chap. 6, part 1 in TG.
Tues.	10/9:	Makeup: Work on layout in class.
Thurs.	10/11:	Continue with layouts and revisions.
Tues.	10/16:	Freedom of the press, censorship, libel. Guest speaker, if available. Read #20,21, 23,25,28 of part 2 in SJ and reread chap. 1, part 2 of TG.
Thurs.	10/18:	Censorship continued. Guest speaker, if available.
Tues. to	10/23 11/8:	Photography. Cameras, films, printing, chemicals, etc. Students will rent cameras from bookstore. Read #24, part 2 of SJ.
Tues.	11/13:	Hour to discuss upcoming field assignment.
Thurs.	11/15:	Yearbook judging standards, changing trends, old-fashioned practices, and problems. Read chap. 3, part 2 in TG.
Tues.	11/20	Yearbook production materials and publishing.
Thurs.	11/22:	Thanksgiving. No class.
Tues.	11/27:	Yearbook layout. Guest speaker from Taylor Publishing Co., if available.
Thurs.	11/29:	Analysis of field assignment due. Staff organization, etc. Reread chaps. 1,2, and 3, part 2 of TG.
Tues.	12/4:	Evaluation of high school student work.
Thurs.	12/6:	Comprehensive high school journalism course outline due. General review.
Mon.	12/10:	Final Exam. 3 p.m. to 5 p.m.

MID-TERM SCHOOL VISIT
JOURNALISM 125

Each Journalism 125 student will visit the high school journalism teacher of his choice during the WVU spring recess, March 3 through 10. Because every high school instructor's schedule is unique, the student should visit, write, or telephone the interviewee prior to vacation. In this way, each student and teacher may decide upon a mutually convenient visiting day. (Note: The Journalism 125 student will benefit little by observing an instructor who has scheduled three test periods on a particular day; some days are obviously better than others. Be advised also that certain school principals require a note to indicate the nature of every visitor's presence. Such a note can be acquired from the J-125 instructor.)

The quick pace of any adviser's schedule makes a half-day visit inadequate; therefore, each J-125 classroom visitor should arrive and leave when his respective teacher does. Many J-125er's will conclude that they could learn much more by visiting the same setting a second day. A two-day visit is highly recommended.

Upon arrival at a school, the J-125 visitor should be prepared to record factual observations and various impressions. From these ideas, he should create a typed project which demonstrates neatness, organization, thoroughness, respectable writing style (without flagrant grammatical errors), appropriate diction, and proofreading. If grammar is a problem for you, consult Grammar for Journalists by E. L. Callihan or Questions You Always Wanted To Ask About English by Maxwell Nurnburg.

Listening, observing, and interviewing will aid the student most. The following topical outline should assist each observer in coordinating his report. All categories are to be included unless they do not apply to the individual school visited.

I. Journalism teacher(s)

A. College background--school(s) attended, major, minor, degrees earned, post-graduate credit earned
B. Number of years experience in this school and total number of years teaching
C. Number of years this teacher plans to remain in the classroom
D. Instructional methods (open classroom vs. traditional or otherwise)

1. Type of lesson plans (Secure a copy of the teacher's course of study for each class, if available, or a sample lesson plan at least.)
2. Degree of advance planning teacher uses
3. Degree of flexibility teacher possesses (your judgment)

E. Responsibilities
   1. Schedule
      a. Number of periods daily
      b. Average class time length
      c. Subjects taught
      d. Resources
         (1) Texts used
         (2) Recommended texts (if dissatisfied with current ones)
         (3) Supplementary materials (filmstrips, films, magazines, booklets, brochures, dittos)
      e. Pre-school, lunch hour, homeroom and after-school responsibilities

F. Attitude toward teaching journalism at this school or elsewhere

G. Remuneration--none? by the hour? set pay for publications? adviser duties?

H. Role of student teacher(s), if any--learner, assistant, other (lost sheep, for example)

II. Students

A. Number assigned in teacher's major subject matter (English, history, business, or another subject)--their major units

B. Number of beginning journalism students--nature of their course, their privileges, and their responsibilities

C. Number of advanced journalism students
   1. Newspaper staff--number
   2. Yearbook staff--number
      a. Time when teacher meets each group--one or more journalism classes? study hall? before or after school? lunchtime?
      b. Editorial policies
      c. Expected rights and duties
      d. Division of responsibilities
         (1) Method of selecting editors and training them
         (2) Length of term (six weeks, nine weeks, semester or year)
      e. Staff rapport or feuding?
      f. Criteria used to evaluate staff
      g. Credit granted for publications work--none, .25, .5 or 1.0

III. Classroom aids
- A. Typewriters/typewriter paper
- B. Layout and work tables
- C. Headliner equipment
- D. Photography equipment
- E. Darkroom (optional)
- F. Yearbook materials kit
- G. Cropping wheels, grease pencils, copy pencils, erasers, etc.
- H. Advertising contracts
- I. Other

IV. Publications
- A. Newspaper
  1. Type of paper used (glossy, flat matte or other)
  2. Frequency of publication
     a. Deadline schedule
     b. General summary of staff's ability to meet deadlines
  3. Printing method used (letterpress, offset, mimeograph)
  4. Relationship with printer (cooperative, take-what-you-can-get, satisfactory, above average argumentative)
  5. General appearance
     a. Size of page
     b. Content--types of stories (news, features, editorials, interpretative articles, columns, sports, or others)
     c. Style--good taste, gossip, sensationalized, fair stories but need improvement
     d. Copyediting--horizontal, brace, focus, balance, occult, circus or other
  6. Advertising--rate per column inch, discount rate for standing ads, average number of dollars needed for printing each issue, average number of dollars income for each issue, percentage of total printed inches in each issue
  7. Subscription method--cost of paper per issue, percentage of total enrollment purchasing newspaper
  8. Adviser's role in publishing (guide, censor, or other)
  9. Suggestions for improvement, anticipated changes in editorial policy
  10. Newspaper staff problems
  11. Submitted to rating service(s)--awards won, if any

B. Yearbook
   1. Type of paper used (glossy, flat matte, textured, or other)
   2. General appearance
      a. Cover
      b. Sections of the book
      c. Division pages--headlines and layout ideas
      d. Number of pages
      e. Special effects--mezzotint, steel etching, solarization, double exposure, circle effect, horizontal line, vertical line, panning, spot color, tint block, overburning, reverse, ghost printing, montage, four-color, or other
   3. Theme (either from last or coming yearbook)--where is and what is it?
   4. Division of responsibilities
   5. Deadlines
   6. Layout--style and method (perhaps more than one of each)
   7. Adviser's role in publication production--aware of high standards and modern policies? guided by the students? somewhat informed? qualified as a photographer? lost? behind the times? combination of several of the above?
   8. Financial adviser's duties--same person or different from adviser named above
   9. Advertising--rates, amount collected in dollars, method of collecting money due (cash or installment plan), percentage of total publication space used for ads, selling tactics
   10. Subscription method--cost per book, sales plan (one payment or installment plan, changed prices after a certain date), percentage of total enrollment purchasing yearbook
   11. Publisher attitude toward company representative and company policies
   12. Brownlines acquired--cost of each
   13. Supplement--when printed?
   14. Delivery date--spring or summer
   15. Dummy book used for planning?
   16. Method of producing photographs--professional or student photographers?
   17. Type of photography equipment used--camera, enlarger, etc.
   18. Yearbook problems
   19. Submitted to rating service(s)--awards won, if any
   20. Suggestions for improvement, anticipated changes in policy

C. Literary Magazine--similar details to newspaper and yearbook evaluation
D. Other journalism staff publications (football program or other)--similar details to above evaluations

V. Quill and Scroll chapter (international honorary for high school journalists)
A. Fund-raising projects--bake sales, car washes, candle sales, sandwich sales,or other
B. Organizational goals
C. Number of members

VI. School news bureau
A. Year created
B. Function in community and in school--procedures for printing news
C. Number of students involved
D. Division of responsibilities

VII. School radio, closed-circuit or CATV broadcasts
A. Frequency of shows
B. Time length of broadcasts
C. Where broadcasts are taped
D. Type of equipment used
E. Adviser's role in production (type of censor, if any) and qualifications (if adviser is a different person from one named above)
F. Number of students involved
G. First year broadcasts were aired?
H. Anticipated changes for next year

JOURNALISM 125--HIGH SCHOOL JOURNALISM
FIRST AND SECOND SEMESTER--1973-74
HARLEY E. STRAUS
PAM YAGLE

OPTIONS FOR COMPREHENSIVE COURSE OUTLINE

I. Writing, Copyediting, Proofreading (six weeks)

News
Features
Sports
Reviews
Editorials
Interpretative Writing
Literary Writing (narratives, poetry, short stories, essays)

II. Photography and Make-up/Layout (six weeks)

Yearbooks
Newspapers

III. Freedom of the Press (two weeks)

Censorship
Libel
Yellow Journalism
Gossip
Related items

Advertising and art work (four weeks)

Select one of the above three units and write a comprehensive six-week course outline for a first-year high school journalism class. Indicate the teacher's and students' activities by explaining each plan clearly. List the materials used (references and supplies), objectives (not necessarily written according to Mager), activities, and evaluation procedures. Each class period is 55 minutes long, and the beginning journalists meet for one period a day five days a week. Incorporate examples from textbooks and create supplementary materials from your imagination. Include samples of dittos, quizzes, and tests that you plan to use during the six weeks. List films, filmstrips, and brochures which you will need. Conclude the project by compiling a correctly written bibliography. Careful planning

and copyediting will result in your project being a display of your professional standards as well as a worthwhile contribution to your future needs.

Quality is <u>most definitely</u> expected.

APPENDIX I

Journalism 125 Course Syllabus
Second Semester, 1973-74

January 10 --Distribute enrollment analysis survey, "25 Rules for Vivid Writing" ditto, and "Journalism Concepts" (style) ditto; explain class workshop atmosphere and major semester assignments. Assign reading of dittos and Chapter 6, Teacher's Guide to High School Journalism, pp. 208-029.

January 15 --Ask for questions about style sheet. Discuss copyreader's duties and symbols (TG, pp. 198-210). Distribute "Boiling It Down and other wordy sentence dittos. Revise and discuss sentences. Assign Scholastic Journalism, Chapter 12, pp. 167-175, and SJ, Chapter 13, pp. 176-178. Refer to inside front cover of SJ for copyediting symbols. Be ready to discuss pp. 192-93, SJ, next time. Have students type out these sentences and correct them below the faulty original ones.

January 17 --Explain copyreading symbols via sample overhead transparency stories. Assign students to type out story in SJ, pp. 180-82, as it is, and use copyediting symbols on the original to correct the story. Assign TG, Chapter 2, and SJ, Chapters 1 and 2. Analyze story slug and typing designations on pages of copy. Explain point sizes (6, 9, and 11=most common), ledding, column widths in picas. Distribute mid-semester school visit and final curriculum outline guidelines.

January 22 --Explain mid-semester and final course assignments. Review copyediting symbols on the overhead projector. Assign SJ, pp. 186-89 even-numbered questions, pp. 179-180 story to be types and copyedited, and SJ, Chapter 3. Note p. 29 tests for leads. Have students write leads from pp. 31-32 facts for 5D, E, and F; 6 A, C; 7 A and E. Explain inverted pyramid order, 5 W's and H, and news lead types (grammatical and novelty types).

January 24 --Recommend Grammar for Journalists as a style reference book and Questions You Always Wanted To Ask But Were Afraid To Raise Your Hand as a grammar review book. Have students complete copyediting of sentences and story. Answer newswriting questions. Discuss SJ, pp. 30-32 answers. Assign SJ, Chapters 4 and 5. Note pp. 40-41 ("Testing A News Story"). Assign pp. 41, Story 1, and 42, Story 2.

January 29 --Answer pp. 41-42 questions about paragraph story order. Assign SJ, pp. 47-48, Story F (Aim for precise language, appropriate tone, good style, inverted pyramid order. Note the day which story will be published. Submit stories at beginning of period next class.

January 31 --Consider problems and questions about newswriting. Compare news, feature stories, interviews, and columns via examples. Appoint a chairman for class to make a feature book. Have students begin listing ideas for possible features and columns (to be mimeographed later). Assign TG, Chapter 3, and SJ, Chapter 7.

February 5 --Ask students to begin writing a feature or a column due one week from today. (The story should include quotations and attribution for each quote.) Discuss magazine examples of column types and column writing guidelines. Assign SJ, Chapters 6 and 9.

February 7 --Compare types of stories in a newspaper and the approaches used in writing them. Note examples of moralizing and editorializing. Identify noticeable press policies, adviser's and principal's roles, reasons for adviser's critical comments about certain stories, location and style of masthead. Remind students about features.

February 12--Collect student features and columns. Distribute them to different students and encourage each person to grade them (including critical and positive comments as if he were a teacher). Collect all stories after original writers have seen the remarks and predicted teacher grades. Assign SJ, Chapters 6 and 7, and TG, Part I, Chapter 4.

February 14--Discuss types of editorials. Announce advertising guest speaker coming next Tuesday. Discuss high school newspaper advertising layout parts, sales procedures, contracts, artwork, and the differences between newspaper and magazine ads. Assign SJ, Chapter 15, and TG, Part II, Chapter 4 (especially pp. 277-87).

February 19--Guest speaker will discuss types of advertising samples, headlines and subhead appeals, student buying power, informal vs. formal advertising, good ad copy, and market surveys. Assign students to plan advertising demonstrations for next class period which will illustrate, by teams, the types of advertising salesmen (hard sell, wishy-washy, soft sell) and businessmen ("I don't need your product"; "Oh, on second thought, I'll take it"; and "Fine. Give me . . . ."). Have students list the schools which they will be visiting March 4-10 (during spring break) for completion of their midsemester assignments.

February 21--Conduct advertising sales demonstrations. Assign SJ, Chapter 16, about typography. Explain type point size, letter count values, picas, type families and their appropriate uses, avoiding all capital-letter headlines, screens, press-on (stencil) letters, Varityper headliners, pica rulers, relationship between headline sizes and story values. Refer to Type by Richard Hopkins for examples.

February 26--Explain headline charts and headline counts. Outline headline construction (condensing the idea, do's and don't's, future vs. present tense, boxes, types of headlines (flush left, dropline, hanging indentation, centered, kicker, hammer, banner)

February 28--Assign SJ, Chapter 17, about page layout. Discuss magazine articles on advising. Explain layout types, major page elements, tombstones, bumped headlines, pictures, cutlines, nameplates, gutters, and column rules. Review procedure for school visits next week; answer any questions regarding such.

March 5 --No school

March 7 --No school

March 12 --Remind students that school visit reports are due next class. Discuss poorly constructed headlines via newspaper examples. Tell why headlines violating rules are printed. Examine high school newspaper copy and headline styles. Assign SJ, Chapter 24, and TG, Part II, Chapters 1 and 2, which examine photojournalism, producing the school newspaper (letterpress or offset), and producing the mimeographed newspaper.

March 14 --Collect school visit reports. Begin newspaper production unit. Let students organize a hypothetical class newspaper. (Determine the editorial policy, picture and story content, page editors, layout plans [including ads on any pages after the first]. Have students aim for an April 19 newspaper issue date. Allow students to create a staff. [Find out individual preferences and guide students in determining competent editors]. Plan inches for each story and headline point sizes to be used with each article. Decide on a nameplate, page length, column width, type designations, cost of average issue and all issues during the school year, advertising rates, total advertising inches needed for this issue, and masthead content.) Assign SJ, Chapter 25, pp. 354-56 and TG, Part II, Chapters 1 and 2.

March 19 --Announce list of newspaper reporters, editors, artists, and advertising-business staff members. Question how the entire issue fits together and creates a good product. Complete discussion of any unfinished topic.

March 21 --Outline staff members' duties. (Distribute complete set of job resumés written by actual high school journalism seniors who wished to inform juniors interviewing for editors' and reporters' jobs of the responsibilities that they could expect to perform.) Discuss newspaper printing methods, beats, budgeting, and other details related to newspaper production.

March 26 --Show students examples of good high school newspapers collected via an exchange program. Outline make-up basics from these and stipulate the most common types of newspaper layout. Explain: balance, brace, two-point focus, three-point focus, occult, horizontal, circus, and magazine layout styles.

March 28 --Distribute five-column dummy sheets and let students plan content (layout) of their class newspaper. (Each page editor thus needs to determine the stories on his page, type out each story for copyediting and copyfitting purposes, dummy in the location of each story, write appropriate headlines that fit the available spaces, and plan pictures that coordinate with important articles. Each editor, of course, must find out what other editors plan to print so that no stories overlap, contradict, or waste space. Jump stories require special planning.)

April 2 --Explain the order of procedure for producing the final dummy or grid sheet. Illustrate with actual high school offset newspaper examples. Ask business staff to let page editors know by the next class period which inches will be occupied by advertising. Ask staff members to list tentative stories to be printed on their pages and the expected number of inches for each story.

April 4 --Approve advertising staff plans and have that staff issue duplicate ad layouts to respective page editors and to me. Approve story ideas and have editors begin constructing tentative layouts for the managing editor to approve at home after the next class.

April 9 --Tour the West Virginia Publishing Company and see how all production details interlock. Have the managing editor collect page layouts (complete with stories, headlines, pictures, cutlines, and special instructions). Confer with her after class and approve her suggestions sheets for each editor who needs to make page changes. Expect the managing editor to get each page to the respective editor so he can revise it for the next class period. Each editor knows that he may enlist other staff members' help to complete his page and summarize details involved in his newspaper work.

By the next class period every student is to submit a summary of his contribution to the issue along with the part of the issue for which he is responsible.

April 11 --Individual summaries are due. Each staff member should evaluate the progress and problems that he has experienced in an oral critique of newspaper staff planning and production. Each student should record the grade which he believes he deserves for his part in the newspaper issue.

April 16 --Begin yearbook unit. Explain parts of the book (cover, endsheets, spine, sections, themes, spot and four-color pictures, copy (to be written in past tense), cutlines (to be written in present tense), double-page spreads (DPS's), margins and special effects. Use actual high school yearbooks and a publishing company planning kit to analyze production of a yearbook. Desbribe the use of a mini-planner, ladder, dummy book, cropping wheel and Techni-cropper, rough draft layout sheets, and quad-paks. Distribute dittos about yearbook fads and types of yearbooks.

April 18 --Use transparencies on the overhead projector to illustrate the types of yearbook layout: Mondrian, mosaic, modular, smokestack, floater, skyscape, oblique, and pattern. Tell how to construct a layout with pictures, copy, headlines, and cutlines. Explain how to count headlines and copyfit. Distribute rough drafts and quad-paks to be used later to design individual student layout proposals.

April 23 --Review layout basics and let students design DPS's on rough drafts. Approve each layout and assist students in deciding suitable copy plus headlines for their pages. Have students type out copy on separate paper until it fits the available or desired layout space. Have students label the section and type of layout which each is planning in the upper right-hand corner of his page. Submit rough draft layouts to classmates Thursday.

April 25 --Let students critique each other's layouts. Discuss need to improve copy and retype it wherever necessary. Have students write headlines that fit on their pages and pencil them in on the rough drafts.

April 30 --Approve all copy blocks and headlines. Encourage students to transfer layouts onto final quad-paks once they understand layout principles. Pictures should be numbered; copy blocks, lettered on the rough draft and typed in on the quad-paks; headlines, printed by hand where they are to appear on the final pages; and sample pictures, appropriately labeled, stamped, cropped (indicating any reduction or enlargement), and inserted in the backs of the quad-paks. Final quad-paks are due Thursday. Curriculum outlines (final projects) are due Thursday.

May 2 --Collect quad-paks and curriculum outlines (assigned at the beginning of the semester). Critique each student's quad-pak and suggest any changes that would be necessary before sending it, as part of a publication, to a yearbook company.

Final grade will be calculated as follows:

Daily assignments:	1/4
Midsemester school visit:	1/4
Newspaper project contribution:	1/4
Six-week curriculum outline:	1/4

APPENDIX J

West Virginia University
School of Journalism
Morgantown, W.Va. 26506
June 28, 1973

Dear Journalism Education Teacher:

Would you kindly aid a fellow instructor in advising future student teachers? Completion of the enclosed questionnaire will (a) contribute ideas for improving journalism teacher preparation in West Virginia and (b) enable me to meet part of the requirements for my master's degree in journalism education.

Not all new teachers know what to expect in the high school journalism classroom. Some are frightened and discouraged when they realize their varied responsibilities, and many wish they had experienced better college preparation.

Two of the most important goals of my research are to effect stronger state certification requirements for high school journalism teachers and to enrich journalism teacher education at West Virginia University.

A third use for the information you provide will be in preparing a book, one purpose of which will be to examine the reasons why graduates of journalism education programs become more competent, willing advisers than those persons not having such preparation.

A copy of each journalism education course outline used in your department would aid me more than any other single item in my research.

As a former English and journalism teacher/adviser and a 1973-74 graduate teaching assistant, I realize that the caliber of the high school journalism teacher directly affects student morale and the development of future journalists. I believe that colleges must reflect a realistic picture of the high school journalism teacher's job in order to reduce the number of disappointed, dispirited instructors/advisers and to increase the competence of all journalism teachers.

Please use the self-addressed, stamped envelope to return the questionnaire to me. If your school wishes reimbursement of postage for the syllabi, please let me know.

Sincerely,

(Mrs.) Pamela D. Yagle

West Virginia University
School of Journalism
Morgantown, W.Va. 26506
August 22, 1973

Dear Journalism Educator:

Several weeks ago I sent you a questionnaire to gain information about journalism teacher education programs at colleges and universities.

I hope I may have the benefit of your professional curriculum evaluation in order that the WVU School of Journalism may improve its teacher education program.

I am enclosing for your convenience a second copy of the survey.

Kindly return the questionnaire and any journalism education course outlines available at your school.

Thank you for your prompt reply and valuable help.

Sincerely,

Pamela D. Yagle

West Virginia University
School of Journalism
Morgantown, W.Va. 26506
January 3, 1974

Dear Journalism Educator:

I hope that you will assist me with data on the enclosed questionnaire so that I may complete requirements for a master's degree in journalism education this semester.

Seventy-nine per cent of the persons who received this survey along with you last fall have responded. Could you help validate my study of college and university journalism teacher education programs by returning your copy promptly?

As a graduate teaching assistant and a former high school English and journalism teacher, I would appreciate any journalism teacher education course outlines which you use in training prospective advisers.

Please use the enclosed stamped, self-addressed envelope. Thank you for helping me to approach a one hundred per cent return.

Sincerely,

(Mrs.) Pamela D. Yagle

JOURNALISM EDUCATION SURVEY
OF AMERICAN COLLEGES AND UNIVERSITIES

Journalism instructor completing questionnaire_____
College or university represented_____
Formal name of journalism department_____
School address _____ City_____ State_____Zip____

I. Kindly check appropriate blanks or fill in the answers.

1. We offer_____course(s) in high school journalism and advising.

2. Title of course: _____ Hours credit_____.
Title of course: _____ Hours credit_____.
Title of course: _____ Hours credit_____.
Title of course: _____ Hours credit_____.
(If one of the above is a summer workshop, indicate such and the number of weeks involved.)

3a. An average of_____(10-20, 21-30, 31-40, 41-50, 51 or more) students enroll in the first class per semester.
3b. If a second course is taught, an average of ____ are enrolled. (Use the reverse side if more than two journalism education classes are included in your curriculum.)

4. List textbook(s) used for each course:
Title of course _____ Textbook_____
Title of course _____ Textbook_____
Title of course _____ Textbook_____
Title of course _____ Textbook_____

5. We _____ now offer a journalism ed. sequence of____ hours.
_____ plan to create a " " " within the next year. We plan for it to be a _____-hour program.
_____ plan to create a journalism ed. sequence within the next five years. Its proposed number of total hours required would be _____.
_____ see the need for such a program but are prohibited by the budget to finance teachers' salaries, equipment.

6. The journalism education course(s) are offered to ____freshmen, ____sophomores, ____juniors, ____seniors, ____all of above.

7. Journalism education courses are available to ____j. ed. majors, ____j. ed. minors, ____Lang. Arts majors in education, ____all ed. majors, ____all of the above.

8. Journalism education courses enroll___only j. majors in a class, ___majors and non-majors in a combined class, ___j. majors in a specialized class and non-majors in an elementary class.

9. Prerequisite courses for J. Ed. classes are:_____ and_____(Ex.: Newswriting).

10. J. Ed. class(es) are_____or are not_____required for a student teacher with a journalism major or minor.

11. Our department offers the following experiences in at least one journalism education class: (Check those appropriate to you.)
___English composition vs. journalistic style
___newswriting, copyediting, proofreading, layout
___yearbook layout, design, and production
___financing publications (budgeting)
___advertising
___news bureau
___photography (camera purchasing; taking, developing, and printing pictures; equipping darkroom)
___freedom of the press, censorship, libel
___choosing a newspaper printer
___selecting a yearbook company (contracts, special offers, etc.)
___arranging a school picture plan
___selecting a text, visual aids, supplementary references
___organizing a subscription drive
___creating a publications staff and assigning duties
___evaluating student work (staff critiques, beat stories)
___publishing a newspaper (meeting deadlines, accomplishing tasks)
___counting headlines for a newspaper and for a yearbook
___broadcasting (radio and/or television)
___typography
___current events reviewing techniques
___constructing unit assignments, quizzes, and tests
___teaching mini-courses
___visiting current journalism teachers, taking field trips
___writing a course of study (for a semester or for a year)
___classroom simulation of advisers' real problems

Select the statements appropriate to your school:

12a. ___ Our state requires___hours of journalism course credit for certification of future journalism teachers.

12b. ___ Our state does not require teachers to complete a specified number of hours for employment as journalism teachers.

12c. ___ Principals in our state, we realize, must assign teachers the positions of publications advisers (even though these instructors have not completed college journalism courses) because the number of volunteers for these jobs is minimal and someone must be responsible for school publications.

13. If the number of hours required by the state department of education for journalism certification is different from the number of hours needed by your school or university for a journalism major (or minor), please designate the number of hours needed for a journalism major at your school here____ and the number of hours needed for a journalism minor here____.

14. Briefly express your opinion about the caliber of students that enroll in journalism education courses and the type of course workload which they are expected to perform (elementary review, research and examination of principles, practical problem-solving experience).

15. Do you feel qualified to teach this class? Explain your attitude as specifically as possible. Mark this question "confidential" at left if you do not wish your remarks to be linked with you except by geographical area of the United States.

16. How many years have you taught high school journalism (on a high school, rather than a college, level)? Does this affect the answer to question number 15?

17. If someone else besides you teaches high school journalism class(es) at your college, was he a high school journalism instructor at one time? If so, for how long?

18. Check one of the following statements:
___My statements are made freely and may be reprinted.
___You may use the above data and quotations, but do not refer to my school or to me on the questions marked "confidential" by me.
___I wish that my identity remain anonymous in relation to all information on this survey.

II. It would be most helpful if you would send me a course outline for each journalism education class designed to prepare teachers or future teachers to teach high school journalism.

Thank you for your cooperation!

Date_____ Signature_____ Faculty rank_____
Number of years that you have taught high school journalism classes or publications advising classes on the college level_____.
Number of additional years you believe you will teach this type of class___.
Reason:
___I love it! ___I am the only qualified person on this staff. ___I am the best-qualified person on this staff. ___No one else will teach it! ___We alternate as teachers of this class. ___Other (Please state reason)_____.

APPENDIX K

JOURNALISM 125--HIGH SCHOOL JOURNALISM
FALL SEMESTER, 1974-75
HARLEY E. STRAUS
LEIGH F. GREGG

Thurs. 8/29: Discussion of course, text, and major assignments. REQUIRED TEXTS: Earl English and Clarence Hach: Scholastic Journalism and Roy Paul Nelson: Publication Design. Assignment: Ch. 19, SJ.

Tues. 9/3: Discussion of makeup of journalism classes in the high school, staffing, scheduling, policies.
Assignment: Ch. 1, 2, 3, 4, and 5, SJ.

Thurs. 9/5: Discussion of elements of newswriting.
Assignment: Ch. 12, SJ.

Tues. 9/10: Style and newswriting.
Assignment: Ch. 6, 9, and 10, SJ.

Thurs. 9/12: Other types of writing (interview, editorial, and in-depth stories).
Assignment: Ch. 7, SJ.

Tues. 9/17: Feature Writing.
Assignment: Ch. 8, SJ.

Thurs. 9/19: Sports Writing.
Assignment: Ch. 18, SJ.

Tues. 9/24: Proofreading.
Assignment: Ch. 13, SJ.

Thurs. 9/26: Editing copy.
Assignment: Ch. 5 and 6, PD.

Tues. 10/1: Typography and design.
Assignment: Ch. 14, SJ.

Thurs. 10/3: Writing headlines.
Assignment: Ch. 17, SJ.

Thurs. 10/8: Makeup/Layout.
Assignment: Ch. 10, PD.

Thurs. 10/10: Makeup/Layout.
Assignment: Ch. 9, PD.

Tues. 10/15: Critique session of makeup/layout exercises.
Assignment: Ch. 24, SJ., and Ch. 7, PD.

Thurs. 10/17: Photography and art design.
Guest speaker.
Assignment: Ch. 5 and 11, PD.

Tues. 10/22: Photography, general design, and cover designs.
Assignment: Ch. 15, SJ.

Thurs. 10/24: Advertising and Circulation.
Assignment: Read two articles or one chapter of an outside periodical or text concerning advertising. Hand in a short critique of the article on 10/29.

Tues. 10/29: Practice workshop in advertising.
Critique assignment due.

Thurs. 10/31: Financing and management problems.
Assignment: Ch. 26, SJ.

Tues. 11/5: Discussion of magazine publication.

Thurs. 11/7: Yearbook. Guest speaker from a yearbook publishing company: "Latest Trends in Yearbooks."

Tues. 11/12: Practice yearbook workshop.

Thurs. 11/14: Wrap-up yearbook.

Tues. 11/19: Various methods of high school newspaper production.
Assignment: Ch. 25, SJ.

Thurs. 11/21: Workshop in newspaper production.

Tues. 11/26: Critique session of school newspapers.
Discuss field assignment due 12/3.
Assignment: Ch. 27, SJ.

Thurs. 11/28: THANKSGIVING HOLIDAY

Tues. 12/3: Other journalism class projects: films and motion pictures, photography, literary magazines, advertising, and news bureaus.

Thurs. 12/5: Broadcasting projects in high school. Assignment: Ch. 20, 21, 22, and 23, SJ.

Tues. 12/10: Freedom of the press, censorship and libel.

Thurs. 12/12: Responsibilities and liabilities of the journalism teacher.

Mon. 12/16: Final, 3-5 p.m. Final project due.

MAJOR ASSIGNMENTS

I. FIELD ASSIGNMENT
Due December 3.

Interview a teacher of high school journalism and write a comprehensive report of the interview. Tell the following:

1. School Situation--type of school, classes, schedule the teacher has, type of publications he/she directs, and other information.

2. The Teacher--qualifications and background information.

3. The Publication--If he sponsors the yearbook or newspaper, describe the staffing organization, provide a physical description of the publication, make-up, and special problems he/she has in directing that publication.

4. Other information--special resources the teacher uses in the classroom.

5. Critique/commentary.

II. FINAL ASSIGNMENT
Due 3 p.m. Dec. 16.

Write a comprehensive unit plan for a six-week unit in a high school journalism class on one of the following:

1. Writing
2. Makeup/Layout
3. Advertising/Ethics

Include the following information:

1. Scope--all background information, such as type of school, class, schedule, length of class period, etc.

2. Behavioral objectives--overall objectives for the unit.

3. DAILY lesson plans including:
   a. objectives of the day.
   b. activities outlined
   c. resources used.
   d. evaluation methods used.

4. Examples of syllabus, quizzes, or tests you might give; any handouts that might be distributed; plus description of bulletin board material.

5. List of resources used from day one through day 30.

APPENDIX L

JOURNALISM 125--HIGH SCHOOL JOURNALISM
SECOND SEMESTER, 1974-75
HARLEY E. STRAUS
LEIGH F. GREGG

TEXTBOOKS: English and Hach, Scholastic Journalism (SJ)
Ross and Sellmeyer, School Publications: A Guidebook (SP)
The Commission of Inquiry into High School Journalism, Captive Voices: High School Journalism in America (CV).

Thurs. 1/9: Course introduction
Assignment: Ch. 19, SJ, and Ch. 5, SP

Tues. 1/14: Staffing and Organizational Policies
Assignment: Ch. 1, 2, 3, 4, and 5, SJ

Thurs. 1/16: Newswriting basics
Assignment: Ch. 12, SJ

Tues. 1/21: Newswriting style and leads
Practice session

Thurs. 1/23: Teaching techniques in newswriting. Practice session
Assignment: Ch. 6, 9, and 10, SJ

Tues. 1/28: Other types of writing (Interview, editorial, in-depth, and feature)
Assignment: Ch. 7, SJ

Thurs. 1/30: Feature Writing
Assignment: Ch. 8, SJ

Tues. 2/4: Sports Writing
Assignment: Ch. 13, SJ

Thurs. 2/6: Copy Editing
Assignment: Ch. 18, SJ, and Ch. 4, SP

Tues. 2/11: Copy Editing and Proofreading
Assignment: Test

Thurs. 2/13: Test on previous material
Assignment: Ch. 2, SP

Tues. 2/18: Mechanics and Typography
Assignment: Ch. 14, SJ

Thurs. 2/20: Writing Headlines
Assignment: Ch. 17, SJ

Tues. 2/25: Makeup and Layout Basics

Thurs. 2/27: Makeup and Layout Practice
Assignment: Ch. 24, SJ
Field Assignment

Tues. 3/4: Spring Recess

Thurs. 3/6: Spring Recess

Tues. 3/11: Photography: Basic Equipment and Darkroom Procedures
Field Interview Due.

Thurs. 3/13: Photography: Techniques, cropping, reducing, and enlarging
Assignment: Ch. 9, 10, 11, and 12, SP

Tues. 3/18: Advertising
Assignment: Ch. 15, SJ

Thurs. 3/20: Advertising
Assignment: Ch. 6, SP

Tues. 3/25: Promotion and Circulation
Assignment: Ch. 7 and 8, SP

Thurs. 3/27: Financing and Management

Tues. 4/1: Basic Yearbook Procedures

Thurs. 4/3: Yearbook Layout

Tues. 4/8: Yearbook Trends and Critique Session

Thurs. 4/10: Newspaper and Yearbook Bids

Tues. 4/15: Other methods of publication
Assignment: Ch. 25, SJ

Thurs. 4/17: Critique session and evaluation techniques of newspapers
Assignment: Ch. 26, 27, and 28, SJ

Tues. 4/22: Other class projects or publications
Assignment: Read Captive Voices

Thurs. 4/24: Libel
Assignment: Ch. 21, SJ and Ch. 23, SJ

Tues. 4/29: Censorship

Thurs. 5/1: Responsibilities and liabilities of the journalism teacher

Tues. 5/6: FINAL PROJECT DUE 3 p.m.

INTERVIEW FIELD PROJECT

It would help if you can arrange to attend one of the classes taught by the journalism teacher in the school.

INCLUDE BACKGROUND INFO:
What school and where? How big is the school?
Who is the teacher? Is he/she qualified to teach journalism?
Class schedule of the teacher. How often the journalism class meets.
What is the name of the publication? How often printed? What does it look like (offset, letterpress, mimeographed)? How many pages does it have? Does it carry ads, etc.?

How big is the class? How did the teacher divide the staff duties?
Are all students upperclassmen? How is the staff picked? What are the criteria for being on the staff? Is the class a one-semester or two-semester class?
What textbook, if any, does the class use? Are any other materials used?
How is the class structured? (Lectures, workshop atmosphere, etc.)
See if you can obtain a course outline from the instructor.
Does the instructor have any handout sheets that are given to the students?

Does the staff have certain policies or rules that must be followed?
How are decisions made about content of the publication?

SPECIAL PROBLEMS:
Photography--If any, how is photography handled? Who develops the film?
Who takes the pictures for the staff? What type of camera is used?

Advertising--Do students get out of classes to solicit ads? Transportation problems? What rates are charged? Do they have examples of contracts with local merchants?

Writing--If on a newspaper, how is a story processed from start to finish?
Does the journalism teacher have typewriters, etc., available?

Any special equipment?

Any censorship problems? What is the relationship of the publication to the administration of the school?

Does the staff subscribe to any special publications or submit material for awards? Has the staff won any awards?

Does the staff ever go on field trips? If so, what are some of the resources for field trips or guest speakers in that area?

FINAL PROJECT

The final project should consist of two types of plans: a long-range plan or unit plan for the six weeks and a short-range plan or daily plans for three weeks.

In long-range planning, try to visualize an over-all picture of the unit. Hit the main points you would want the students to learn or do during the unit.

In short-range planning, list what is to be achieved each day. In other words, what will you do that day?

EXAMPLE OF AN OUTLINE OF A LESSON PLAN (YOU DO NOT HAVE TO FOLLOW THIS IF YOU FEEL YOU HAVE A BETTER OUTLINE)

A. Objectives (major aims of the daily plan. What is the student to learn that day? What is the main point of the lesson?)

B. Activities (What activities, materials, and content will be studied during the class period? Some items to consider might be:)
   1. Review of the previous day's lesson.
   2. Provision of activities to meet individual differences.
   3. Key questions for class discussion.
   4. Important illustrations or anecdotes.
   5. Written exercises.
   6. Summary

   A single activity generally won't hold interest for a whole hour. A good way to provide interest is to provide a variety of activities and materials for each class period.

C. Assignment (If you plan to give homework or assignments for the next day, say so.)

D. Evaluation Techniques (This means how do you evaluate the success of the day's works? Did your pupils learn what you intended?)
   Ways of evaluation:
   1. Teacher evaluation through observation.
   2. Teacher asking key questions in a class discussion.
   3. Teacher asking pupils to summarize.
   4. Written exercises: quizzes, tests, statements, reports, their layouts, news stories, etc.
   5. Comments from pupils on their successes.

E. Bibliography (What books or periodicals, if any, do you use in this section of the lesson plan? Include author, name of article [if in a periodical], name of book or periodical, date or year, publisher.)

F. Instructional Aids and Sources (This includes ANYTHING that you'd use in the lesson such as: textbook, blackboard, quad-paks [if your class is doing yearbook layout], photographs, rulers, etc.) Many instructors would require a complete list here. I am more interested in special aids you might use.

The last item can be made a separate section, too, for the whole unit, along with a bibliography.

Be sure to include background info such as the text the students will use, how many students you think you will have, how they are divided up on the staff [if you are doing newspaper or yearbook work within the unit], how big the school is, what type of publication, etc.

APPENDIX M

WEST VIRGINIA UNIVERSITY SCHOOL OF JOURNALISM
PROGRAM FOR PROSPECTIVE HIGH SCHOOL JOURNALISM TEACHERS
1960-61

Students may obtain the Bachelor of Science in Journalism degree and also qualify for a first-class professional certificate in West Virginia with teaching fields in English and social studies and a minor teaching field in journalism, Grades 7-12, by taking the following course of study:

FIRST YEAR (TWO SEMESTERS)	Hours
Engl. 1 and 2	6
Hist. 1 and 2 or Hum. 1 and 2	6-8
Soc. Sci. 1 and 2	8
Gen. Biol. 1 and 2 or Phys. Sci. 1 and 2	8
Journ. 1 and 2	2†
Phys. Ed.	2
Mil. or Air Sci. 1 and 2	4

SECOND YEAR (TWO SEMESTERS)	Hours
Engl. 3 and 4 or 163 and 164	6
Engl. 5 and 6	6
Journ. 18 and 19	6[5]
Pol. Sci. 2	3
Hist 52 and 53	6
Educ. 105	3
Mil. or Air Sci. 3 and 4	4
Phys. Ed. (women)	2

THIRD YEAR (TWO SEMESTERS)	Hours
Journ. 118 and 119	6
Journ. 110 and 120	4[5]
Econ. 1	3
Educ. 106	3
Educ. 109 or approved elective	3††
Music 10	2
Speech 3,6,11, or 29	3
Soc. 1 or 104	3
Art 30 or 130	2
Health Educ. 101	2
Geog. 107 or 109	3

FOURTH YEAR (TWO SEMESTERS)	Hours
Literature	6
Hist. 150 or 250	3
Journ. 227	3
Journ. 215 (later 125)	2[1,5]
Journ. 230 and 235	4
Journ. 101 or 201	1
Journ. 212	3
Soc. Studies, upper-division elective	3
Educ. 114	3[2]
Educ. 124	4[3]
Educ. 120	2[4]
Educ. 1 [illegible]-170	2

[1] to become 3 hours in 1975-76
[2] eliminated in 1962-63
[3] became six hours in 1962-63
[4] became four hours in 1962-63
[5] highly recommended for all prospective advisers, regardless of major
† became three hours after 1962-63
†† became two hours after 1962-63

MINOR IN TEACHER TRAINING IN JOURNALISM FOR NON-JOURNALISM MAJORS 1960-61

For students in other schools and colleges following the University's teacher-training programs, the School of Journalism has set up a teaching minor in journalism. The program is intended for persons who plan to be advisers for high school newspapers and yearbooks as well as teachers.

This minor requires a minimum of 16 hours in journalism (only 14 hours additional for those whose first teaching field is English, since Journalism 215* is included in that program). It includes the following courses:

REQUIRED COURSES

Journalism 1	--Intro. to Mass Comm.	2
Jouranlism 18	--News Writing	3
Journalism 19	--Copyediting and Make-up	3
Journalism 113	--Principles of Advertising	3
Journalism 215	--High School Journalism	2 *now Journ. 125
Journalism 227	--History of Journalism	3

RECOMMENDED COURSES FOR ADDITIONAL CREDIT

Journalism 108	--The Community Newspaper	2
Journalism 110	--Typography and Printing Processes	2
Journalism 120	--News Photography	2
Journalism 212	--Public Relations	3
Journalism 220	--Newspaper and Magazine Article Writing	2
Journalism 230 and 235	--Editorial Writing and Law of the Press	4

ELECTIVE COURSES IN JOURNALISM FOR STUDENT IN TEACHER-TRAINING PROGRAMS

Students in other schools and colleges following one of the University's teacher-training programs are urged to take at least 9 hours of journalism but may elect any one of the courses in journalism listed above. Journalism 18 is a prerequisite for Journalism 19. History 52 and 53 are prerequisites for Journalism 227. All other courses may be taken without prior journalism study.

PROGRAM FOR PROSPECTIVE JOURNALISM TEACHERS
IN COLLEGES AND UNIVERSITIES

The student should obtain the Bachelor of Science in Journalism degree and then acquire a master's degree in the field, either before or after obtaining some practical experience with the media. The doctorate is essential to fullest advancement.

APPENDIX N

LANGUAGE ARTS CERTIFICATION REQUIREMENTS AT WEST VIRGINIA UNIVERSITY 1974

33 hours=English major	Hours
English 21 or 121--Survey of English Literature	3
English 22 or 122-- " " " " (cont.)	3
English 24--American Literature to 1870	3
English 25--American Literature (1870 to present)	3
English 111--The English Language	3
English 150--Shakespeare	3
English 131,220 235,266 280 or 286--Upper-division American Literature	3
English 250,251 255,261 262,331 332 or 350--Upper-division major author or period in British literature before 1660	3
English 263,264 265,267 or 365--Upper-division major author in British literature after 1660	3
English 125,234 or 236--Upper-division including foreign literature in translation	3
Any course to be taken as an elective not mentioned above	3

17 hours=Language Arts requirements	
Speech 11	1
Speech 12,13,14	2
Speech 107	3
Drama 50	3
Drama 75	3
Drama 180	3
Journalism 18	3
Journalism 125	2*

*to become 3 hours beginning in 1975-76

33+17=50 required hours for Language Arts Certification (Composition per se is not required except for meeting core requirements with English 1 and 2.)

ABSTRACT

To consider the most effective journalism teacher education program that West Virginia University could offer, this writer devised a questionnaire and surveyed 117 college journalism teaching-advising programs in the United States. Faculty of 104 schools (88.8 per cent) responded to one of three mailings, and this writer concluded, via computerized data, that the West Virginia University journalism education program is limited but closely resembles the type of high school journalism teacher curricula provided by more than one half of the schools responding.

The average school, college, or department of journalism as of 1974 offers one three-hour teaching-advising course to ten to twenty students; if the school conducts a second course, its size is similar. More than one half of the 92 schools with such courses provide 21-hour to 30-hour journalism education sequences.

Most instructors who were surveyed enroll all types of majors in journalism education classes, but many admit that this procedure creates a particular difficulty because students possess varying degrees of exposure to journalism terminology and procedures. Slightly more than one third of the schools enroll only juniors and seniors in journalism education classes.

Professors rank Scholastic Journalism by Earl English and Clarence Hach as the most frequently used textbook; however, many state that they use it in conjunction with other references.

Most schools have no course or rank prerequisites for journalism teaching-advising courses, but a significant number do require newswriting, editing, and/or other courses prior to enrolling in journalism education courses.

Teacher certification requirements in most states demand completion of 6 to 24 hours of journalism; however, almost 40 per cent of the schools require majors to take 30 hours for certification in the subject.

Persons conducting teacher education programs at almost one half of the journalism schools responding have not previously taught high school journalism. Nevertheless, the majority of these college instructors feel qualified to train future journalism teacher-advisers.

Research by nationally recognized journalism authorities and by West Virginia University graduate students disturbingly indicates that secondary school journalism teachers, more often than not, feel inadequately prepared by their college courses to teach journalism and to advise publications. This writer concludes, therefore, that college journalism education courses must be revised to reflect realistically the high school journalism teacher's classroom responsibilities and the units

that such a teacher will need. One cannot explain to others that which he has never learned or does not understand. This problem exists for too many advisers and must be eliminated.

Quality high school journalism instruction on the college level is imperative, and curriculum revision is the key. Course syllabi mailed to this writer inspired her to recommend an expanded journalism education program at West Virginia University and more stringent teacher certification requirements for those non-journalism majors who wish to pursue advising careers.

It is hoped that this study will encourage WVU and West Virginia State Department of Education officials as well as others to reexamine their goals for future journalism teachers. The need for informed, competent teacher-advisers cannot be ignored.

VITA

Name . . . . . Pamela Deem Yagle

Parents . . . . . Mr. and Mrs. Paul S. Deem

Birthplace . . . . . Morgantown, West Virginia

Schools attended:

Craig School, Central Elementary School . 1953-59

Benjamin Franklin Junior High School. . . 1959-62

Uniontown Senior High School 1962-65

West Virginia University 1965-69

West Virginia University Graduate School.

Summer of 1971, 1972, 1973; 1973-74; 1974-75

Degrees received:

Bachelor of Science, English Education,

West Virginia University

APPROVAL OF EXAMINING COMMITTEE

Mary Catherine Buswell
Mary Catherine Buswell

Harry W. Elwood
Harry W. Elwood

Date 28 April 1975

Edward C Smith
Edward C. Smith, Chairman